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Perceptions of Ingratiation From the Perspective of Retired Air Force Leaders

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Walden University

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Kevin Dunn

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2017

Abstract

Perceptions of Ingratiation from the Perspective of Retired Air Force Leaders

by

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MA, Grantham University, 2011

BS, Walden University, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management

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Abstract

Ingratiation is a deceptive, psychological tactic subordinates use to convince their supervisors to treat them better than other subordinates. Subordinate ingratiation is relatively well-known, but the concept of a manager promoting and encouraging ingratiation behaviors to subordinates is less common and seen as uncommonly deceptive. Little is known about how managers feel about ingratiation why any manager would encourage it. The purpose of this study was to explore how people in management positions perceive manager-encouraged ingratiation. Research questions addressed how people in management positions might respond to a scenario wherein a manager encouraged a subordinate employee to act out ingratiation. The qualitative method was used to examine an environment in which experienced subjects could describe their perceptions about an uncommon behavioral issue in management practice. Fourteen Retired Air National Guard commanders listened to vignettes based on managers who encouraged subordinate ingratiation, and answered open-ended, vignette-based, interview questions. Matrix tables were used to analyze the data through content analyses with emotion and in vivo coding. Results inferred that managers question the ethics behind the specified behavior, but they believe that political and managerial skill can help ethically align ingratiation with organizational objectives. These results can prepare managers and scholars to recognize, discuss, and mitigate ingratiation, or, if appropriate, to accept it. Positive social change is promoted by building a sense of community and citizenship within the workplace, on to employees' neighborhoods and communities, and progressing on a global scale through cooperation among affiliated organizations.

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Dedication

It is with the utmost humility that I dedicate this work to my rock in any storm, my northern star, the light of my life: my dear and beloved wife, Davida. Without your lovingly kind understanding, your sage counsel, and your inspiring encouragement, I would never have begun this lifetime dream, much less to reach it. You're the cat's pajamas, Lovey!

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No expedition of significance should be embarked upon without acknowledging the souls on board who volunteered to stand by the one who's insane idea needed backing. Some are along for their expertise; some for their leadership. Others, for the value they bring to the heart and soul of the mission. To all those who believed in these ideas, I salute you.

No one believed in me like my family, namely, my beloved wife. Thank you for your perpetual support and encouragement. Your quiet patience through not only countless military deployments, but also through countless, sleepless nights, gave me the strength to accomplish what I never thought I could do. Thank you eternally.

First, I salute those whose expertise provided substance to the journey: The members of my committee. Dr. Igein and Dr. McCollum, I thankfully acknowledge your substantive wisdom and patience, and for your belief in my idea. To Dr. Bouvin, I must humbly acknowledge that you are the kind of giant whose shoulders are an anchor, lodged steadfastly in the bedrock, which, whilst standing on them, gave me the confidence to face the stormy seas of this study. Steady as she goes, sir.

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Chapter 1: Introduction to the Study

Entry Vignette

Vignette 1

On the first day of his assignment as commander of an airbase, the colonel called ahead and had his new secretary set up a staff meeting. The staff was waiting when he arrived. He began his introductory speech as he entered the meeting room, telling the men and women in the room what his expectations were.

There had been problems in the wing with earlier commanders, but now was the time to make improvements, he said. He had a large, brown envelope in his hand, and not long after he had begun talking, he started opening the envelope. He walked around the large meeting table, again and again, telling his new staff his expectations for the staff and their subordinates.

Still speaking as he rounded the head of the table, he pulled something out of the envelope and tossed it onto the table in front of his new vice commander. He pulled out another, and dropped it in front of the operations commander; one fell in front of the maintenance commander, and one in front of the support group commander. He kept passing out the items to staff members as long as they lasted. They were brand-new, unopened, packs of Chapstik. "You know what it's for," he said. "Don't hesitate to use it."

Vignette 2

The detachment commander asked his new employee in for a short orientation meeting. "I know how dependable you are; you're a hard worker and a good organizer," he said. "But I wanted to bring you in to tell you how we work around here: I'm not saying I need a bunch of yes-men or brown-nosers, but I expect my people to be *accommodating* to me. I like for my

people to do what I say, when I say, and I want them to take care of me. It can help you establish yourself to be in line for some pretty good promotion opportunities around here. You know what I mean?"

Vignette 3

As he did so often, the wing commander invited the communications chief over for a discussion about funding an advanced communications project for the base. The chief, a longtime friend and acquaintance of the commander, knew he was allowed freedom to express his opinion during these impromptu meetings, and knew he could offer some valuable advice on acquiring the best technology available. He asked how they could possibly come up with the amount of money needed for the systems, despite the mission's need for them.

The commander said, "The congressman for this district is a great friend of mine. I'll call him up and thank him for all he's done for us." His brow wrinkling, the chief respectfully kept his silence, wondering what the commander could gain from ingratiating himself to a politician. It must have shown on his face, as the commander smiled and said, "Aw, don't worry about it, chief; it never hurts to kiss-up a little; as long as it's *distinguished*."

The commander in Vignette 3 appears to have a heightened knowledge of social networking, interoffice and interagency politics, and the science of influencing people. Consequently, he held a utilitarian knowledge of ingratiation. Commanders most often discourage ingratiation, not only for its distasteful quality, but for its being discouraged legally: fraternization and unprofessional relationships are listed as violations in the manual for courts-martial (Manual for Courts-Martial, United States, Mil. R. Evid., 2012). On the contrary, some commanders promote ingratiation, but not for any organizational competitive advantage; they do

it because they lack the creativity to influence their people in ways that perpetuate their corporate vision, as in Vignette 1.

Leaders vary in their ideas about ingratiation. The most prevalent opinion suggests that ingratiation borders on unprofessional relationships; less often leaders joke about it, fecklessly suggesting that subordinates ingratiate themselves for the boss's comfort over their own, as in Vignette 2. Rarest of all are those who know of its usefulness well enough to cite examples of its utility, as in Vignette 3. Leaders' abilities, or their desires to promote ingratiation, whether for good or ill, was not the focus of this study. The range of their opinions and perceptions, however, can offer significant, thematic insights on how to deal with the elusive tactic ingratiation can be.

Introduction

Managers sometimes find themselves unexpectedly involved in ingratiation. Ingratiation is a set of tactics employees use to make managers think well of the employee. Thinking well of the employee and seeing him or her more attractive (Benabou, 2013), the manager is more likely to grant the employee special favors over other employees (Shao, Rupp, Skarlicki, & Jones, 2013) ahead of the employee's peers (Martin & Wilson, 2012). Compared to *corporate citizenship*, which amounts to being consistently nice (Chen, Lin, Tung, & Ko, 2008), ingratiation is seen more as an individual's seeking to be *deceptively* nice (Bolino, Klotz, Turnley, & Harvey, 2012). Ingratiation is not considered nice and can even be considered deceptive. The deception is a way to take advantage of opportunities to get ahead, like a performance appraisal or when a desirable project or promotion opportunity is available.

In simpler terms, people use ingratiation to get the boss to like them and to get better treatment than other employees. Ingratiators' fellow employees perceive ingratiation acts as

cheap or politicized, as agendized attempts to gain favoritism, which raise questions about honesty, loyalty, and ethics (Vonk, 1998). If the ingratiation were simply being nice or exhibiting corporate citizenship, their peers would feel more at ease with it (Chen, Lin, Tung, & Ko, 2008). Ingratiation can be obvious; however, peers can easily observe that ingratiation exchanges are attempts to influence individuals in powerful roles, which take an unfair advantage of one's supervisor to gain favoritism. The subtle, albeit easily recognizable, effects of ingratiation not only involve the initiator and his or her boss but also affect other employees in the organization.

Self-serving ingratiation might seem innocent enough to the one who does it, but it can cause confusion, resentment, and deception, which can readily lead to adverse effects in the organization. Ingratiation is generally carried out as a deceptive hidden agenda and can damage attitudes and relationships between employees (Burris, 2012; Deluga & Perry, 1994). Managers often either ignore attempts at ingratiation or discourage further attempts of such exchanges (1994). Despite this, managers can encourage ingratiation in the work place (Chen, Lin, Tung, & Ko, 2008) by seizing opportunities to utilize their own influence on ingratiation, and, in turn, portray a more positive example to employees and other bystanders, providing confidence in place of discouragement (Gentry, Gilmore, Shuffler, & Leslie, 2012). Ingratiation need not take control of a manager and his or her work environment. Ingratiation can be successfully used in positive ways.

Background of the Study

Ingratiation is a concept well-known to most people who work in an organizational environment. Common ingratiation is generally considered useless, detrimental, and even

destructive, is discouraged, and can be found in virtually any organizational environment (Deluga & Perry, 1994; Vonk, 1998). Some leaders see an opportunity in ingratiation and promote its use to get subordinates to be subservient and accommodating (Chen, Lin, Tung, & Ko, 2008). More rarely, some leaders are able to change the dynamic to positively encourage ingratiation with full awareness to make it serve their organization (Zhu, Riggio, Avolio, & Sosik, 2011). With this contrasting distinction in mind, I interviewed retired Air National Guard (ANG) leaders to investigate how the interviewees perceived the activities involved in ingratiation.

Ingratiators operate from several basic strategies. Primary among these basic strategies are *other enhancement* (targeted flattery), *opinion conformity* (unwavering, over-agreeableness), *self-presentation* (introducing situations to impress the other), and *favor doing* (Deluga & Perry, 1994; Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). D'Cruz, Noronha and Beale (2014) suggested that people sometimes convince others that, by lowering their own status in the eyes of the other, they are completely dependent upon the other. *Name dropping* can also be used to imply relationships with more powerful people (D'Cruz, Noronha & Beale, 2014; Tsang, 2015). Ingratiation strategies allow a subordinate a chance at a favorable evaluation from his or her manager, without considering how others might feel.

Researchers have observed variations in ingratiators' techniques. For example, name dropping can be used more successfully when the other person is a stranger. Conversely, the practice of other-enhancement is better used on a more familiar acquaintance: if the ingratiator happens to use unwarranted compliments, the familiarity of the other party results in a less

embarrassing situation (D'Cruz, Noronha & Beale, 2014; Tsang, 2015). Other than being a target of the ingratiation, managers are often unaware of any untoward intentions from the ingratiation.

Ingratiation is also mostly unable to perceive their own subtle activities as self-initiated, interpersonal exchanges. In contrast, their conscious intentions lean more immediately toward assuring their own success. In simple terms, ingratiation is an employee's bargain for a manager's willingness to grant favors (Park, Wesphal & Stern, 2011). Without forethought of buying a subordinate's loyalty, *transactional leadership* is, to some degree, a leader's bargaining for that subordinate's loyalty (Zhu, Riggio, Avolio, & Sosik, 2011). In contrast, *transformational leadership* works to foster pro-organizational employee behavior beyond an employee's self-interest (Effelsberg, Solga & Gurt 2014). Transactional leadership demeans the employee; transformational leadership dignifies.

Ingratiation is generally understood by employees as a distasteful, obnoxious activity. Managers who openly encourage ingratiation can expect some degree of disdain from their employees (Deluga & Perry, 1994; Dulebohn, Bommer, Liden, Brouer & Ferris, 2012). In military leader-subordinate relationships, it is accepted as common knowledge that the overarching intent of military management situations is guided by a proven set of ethics and standards of professionalism. Tradition, customs, and courtesies can help keep these relationships in check, although sometimes principled structures can break down.

Ingratiation is a common, albeit misunderstood, activity in any organization. A gap exists in the knowledge regarding ingratiation: although ample literature exists regarding ingratiation and related information, little information can be found on leaders' perceptions of it (Chen, Lin,

Tung, & Ko, 2008). Managers encourage ingratiation, sometimes in a negative way, sometimes positive (Park, Wesphal & Stern, 2011; Deluga & Perry, 1994; Eastman, 1994; Rosen, Ferris, Brown, Chen, & Yan, 2014). How leaders encourage ingratiation sets the scene for the problem statement in this study, defined in the next section.

Problem Statement

Ingratiation is not limited to employees trying to impress a superior. Just as employees attempt to influence their supervisors, managers can also encourage ingratiation exchanges from subordinates (Chen, Lin, Tung, & Ko, 2008; Shao, Rupp, Skarlicki & Jones, 2013). Ingratiation behaviors among managers are higher in public sector organizations than in the private sector (Nair, 2000). Because I focused on public sector managers in this study, defining variations in ingratiation engagement allowed me to define the problem statement.

Despite ample literature on ingratiation theory, I identified a gap pertaining to how little information exists on leaders' perceptions of the concept. The general problem was in the understanding that not only do employees engage in upward ingratiation, but also that *managers* promote ingratiation down to employees (Shao, Rupp, Skarlicki, & Jones, 2013). The specific problem was that little is known about whether managers understand how or why any manager encourages ingratiation. I addressed this problem by exploring managers' perceptions of their choices in ingratiation exchanges.

Purpose of the Study

My intent for the qualitative case study was to explore managers' perceptions of other managers who encourage ingratiation. To explore this purpose, I examined the perceptions of

former ANG leaders using vignettes and interviews. Retired ANG colonels made up the subject base and the specific case.

The overarching purpose of this study was to address the gap indicated in the problem statement, to explore the ideas and opinions of managers, specifically in relation to their perceptions of how other managers promote and encourage ingratiation in their subordinates. I conducted this exploration by interviewing retired colonels whose depth and scope of experience proved to be a valuable resource toward answering the research questions. Exploring these perceptions built on an understanding about ingratiation. In this study, I addressed *leader-encouraged ingratiation*, normally an overtly obvious, somewhat delicate situation, (Peteraf, DeStephano & Verona, 2013), and made it easier for scholars and managers to recognize, discuss, and mitigate, or if appropriate, to accept it.

Conceptual Framework

Ingratiation is an element of *impression management*. Impression management is not a widely researched field, but researchers have provided both qualitative and quantitative studies on the concept (Klusman & Hautaluoma, 1976). Deluga and Perry (1994) focused on ingratiation behaviors within organizations defined as "illicit attempts by subordinates to increase their interpersonal attractiveness in the eyes of their manager" (Deluga & Perry, 1994). People tend to do more favors for people they like than for people they dislike (Liden & Mitchell, 1988). The ingratiation wants to become more attractive in order to be liked more than any other employee.

Ingratiation is inconsistent. It tends to be more pronounced when the ingratiation's personnel evaluation is due or when desirable projects arise (Matusitz & Breen, 2012).

Inconsistency can indicate an important difference between ingratiation and other workplace

behaviors, such as organizational citizenship behavior (OCB). When engaged in OCB, employees consistently work together amicably (Chen, Lin, Tung, & Ko, 2008; Landa, 2015). The generally deceptive nature of ingratiation makes it hard to recognize and acknowledge.

Ingratiation can be recognized by its numerous characteristics. Deluga and Perry (1994) recognized the primary goals of ingratiation, which are: *other enhancement*, *conformity of opinion*, and *self-presentation* (Deluga & Perry, 1994). Other enhancement can be described as simple flattery, but in cases of ingratiation, its purpose results in the subordinate's developing a "high, positive evaluation of the supervisor" (1994, p. 69). Opinion conformity includes expressing "values, beliefs, and opinions similar to those of the supervisor" (p. 69). Self-presentation is loosely defined as trying to create an image "perceived to be appropriate" (Deluga & Perry, 1994, p. 69) by the supervisor. An example of this is to arrive early and linger after normal work hours to impress one's supervisor.

As it is often used in the interest of personal gain, ingratiation has been recognized as a psychological tactic. Specifically, ingratiation is an influence tactic, originating conceptually from motivation theory (Shao, Rupp, Skarlicki, & Jones, 2013). Being attractive to others brings positive feelings as does the need to enhance oneself to be more likeable by one's supervisor (Liden & Mitchell, 1988). When asserting the basic human motive of self-affirmation, people search for and mentally rebuild information that makes them look good and sustains their personal integrity (Liden & Mitchell 1988). Enhancing one's self-image and the perception of being efficacious deceptively imparts a subtle dominance over some of the manager's actions, influencing him or her to do, to some degree, what the ingratiator wants.

Ingratiation can sometimes be sparked by a fear of rejection (Robinson, O'Reilly & Wang, 2012; Romero-Canyas, Downey, Reddy, Rodriguez, Cavanaugh & Pelayo, 2010). Liden and Mitchell (1988) suggested that people have a need to achieve self-affirmation and seek the type of influence that puts the person in a positive light and supports their integrity (Liden & Mitchell 1988). Some researchers suggest that ingratiation could be used in response to an employee's perceptions of *justice* in the workplace (Shao, Rupp, Skarlicki, & Jones, 2013). If an employee believes the manager is being more favorable to other employees, that employee might try to use ingratiation to tip the scales in his or her own favor.

Ingratiation is conceivably an unjust tactic, used to cope with a misperception of an authority figure. Wu, Li and Johnson (2011) suggested that ingratiation could be a coping mechanism that people with low self-esteem sometimes use to deal with stress (Wu, Li & Johnson, 2011). Ingratiators tend to continue their self-serving habits, despite how negatively coworkers perceive ingratiation acts. Ingratiators appear to have no self-concept of wrongdoing about their own attempts to gain favor (Martin & Wilson, 2012; Liden & Mitchell 1988). The ingratiation initiator initiates the influence, but how the unwary manager chooses to respond is the deciding element of the exchange.

Consequently, a balanced relationship between the ingratiation initiator and the manager is necessary to bring about attractive rewards for the ingratiation initiator. Balance theory examines the roles of the ingratiation initiator and supervisor, and suggests why some ingratiation efforts are successful and why some are not, and provides focus for various consequences of ingratiation, whether failed or successful (Wu, Li & Johnson, 2011). Basic elements of the relationship dictate that, as subordinates request, supervisors command; the balance maintained in the relationship allows an

environment of understanding between the two personalities (Wu, Li & Johnson, 2011). Examining relationships provides insight into ingratiation tactics, such as when a subordinate faces an eminent performance appraisal (Treadway, Breland, Williams, Cho, Yang, & Ferris, 2013). The right balance of managerial and subordinate influence can bring about an effective, productive relationship; an unbalanced relationship, as in the case of self-serving ingratiation, can bring about a deceptive, even destructive relationship.

The purpose of this study was to explore, through the perceptions of specifically experienced individuals, the ideas, expressions, and opinions expressed through the lens of experience developed in retired colonels. This exploration has allowed me to understand a known phenomenon in a specific environment. The theoretical antecedents as outlined above illustrate the basis for ingratiation, its historical aspects, how it operates within groups, and how it fits into organizational sociology.

In this study, ingratiation was the specific psychological and sociological phenomenon of study; ingratiative exchanges between leader and subordinate set the scene for the study's target environment: that of manager-employee exchanges. The focus of this is how the research subjects, retired ANG colonels, perceived ingratiative leader-member exchanges. Theoretical information listed in the above conceptual framework is expanded in Chapter 2.

Nature of the Study

Under the auspices of the conceptual framework as described, I conducted my research qualitatively, through a case study. Yin (2014) suggested that to conduct a case study, the researcher should study either a small group or an actual incident from real events, within the intended context (Yin, 2014). A case study explores a case, or bounded system, to reveal a

description of the case, from which the researcher takes emerging themes from which to form inferences about the case (2014). From the derived description, I took inferences from themes emerging from the case's description.

By inviting retired leaders of the grade of Colonel from the United States Air Force ANG as subjects for interviews, I answered the research questions derived from the problem statement. I initially expected to interview 30 such subjects. O'Reilly and Parker (2012) stated that if depth and breadth of information were achieved and the point of saturation was reached earlier in the data gathering stage, the number of interviews can be correspondingly reduced. Therefore, I decided that since I detected saturation after 12 interviews, I could begin the data analysis phase. I completed two additional interviews, however, having scheduled them beforehand. The additional interviews brought the total number of interviews to 14.

Case studies can be conducted through a variety of designs. Case studies can be built from one or more cases, and work well in the social sciences for their use in psychology, law, medicine, and political science (Yin, 2014). Correspondingly, my research questions addressed issues of psychology (personality, behavior), management (ingratiation adversely affects decisions), political science (influence over people), and ethics (influence for personal gain). Generically, case studies are begun by determining whether a case study is the right approach. Having identified the case, I focused on the intrinsic and instrumental issues of the research topic (Yin, 2014). I used my basic research questions to design data collection procedures for this study. For example, interview questions reflected not only the concepts contained within the prepared vignettes; they were also aligned with the research questions derived for this study

Data collection for case studies draws on interviews and other sources, such as documentation and observation. Consequentially, Yin (2014) suggested collecting data from the observed participants, not from laboratory results. I considered collecting several types of information including documents, records, observations, and physical artifacts (Yin, 2014). I began with interviews, and examined other evidence as it emerged. Additional details are provided in Chapter 3.

A case study can be adequately managed by giving due attention to the basic tenets of the approach, but there are challenges to consider. Yin (2014) indicated that a major challenge to case study research lies in the fact that the researcher must identify the case, which could be narrow or broad in scope, depending on varying characteristics (Yin, 2014). I identified case for this study as how the chosen research subjects perceive ingratiation leader-member exchanges, based on the environment of the leader-member ingratiation exchange. I further screened the case for applicability, and reviewed for the right qualities for valid investigation.

Research Questions

The problem statement and purpose statement outlined above indicated that the target environment for this study lies generally in organizational management, and specifically in the perceptual ability of managers to comprehend and facilitate the concept of ingratiation. More specific to this study was the environment in which military leaders work. Following my own experiences, I explored ingratiation in experienced leaders who have retired from military service, particularly Air Force leaders. Active duty leaders are responsible for the personal welfare and the privacy of their subordinates, and are often involved in the oversight of

hundreds, sometimes thousands, of people in their command. Their involvement in ongoing operations could also make it difficult.

Obtaining permission to conduct research on active duty leaders is difficult, even discouraged, by the Department of the Air Force. Because of the inherent difficulty in conducting research on active duty leaders, I chose to recruit and interview former leaders who had retired from the ANG. This served to protect the subjects by asking only of perceptions of past events, rather than present activity.

In this section, I created research questions to explore the environment of managers who are experienced enough to have met with employees who use ingratiation to get ahead. Military leaders easily qualified as managers in this case, and, in seeking out retired military leaders as subjects, I expected the attitudes and perceptions of these subjects to be comparable to those of either business leaders or active duty, military leaders. The research questions constructed follow:

My primary research question was: How do managers perceive how other managers encourage ingratiation in their subordinates?

Subquestion 1: How do managers perceive how other managers promote ingratiation as an acceptable activity?

Subquestion 2: How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate?

Subquestion 3: How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness?

Subquestion 4: How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?

Definition of Terms

Some terms used in this study were used interchangeably, to reflect changes in context as the narrative traverses through varying situational scenarios. The terms *manager*, *leader*, and *supervisor* all imply the superior position of people who must take responsibility for a department or section in an organization; managers, leaders, and supervisors are in a position of commanding others to carry out tasks in support of the organization.

In contrast, *subordinate*, *employee*, and *worker* are individuals responsible for carrying out the commands of managers, leaders, and supervisors. Subordinates cannot *command* supervisors, managers, and leaders; in contrast, subordinates must *make requests* of superiors (Burris, 2012). Keeping such guidelines in mind allowed for a variety of situational contexts for the varying nature of professional work center operations.

Corporate Citizenship: Cordial, polite, interpersonal activity patterns occurring in organizations; being consistently civil to one's fellow employees, supervisors, managers, and leaders (Chen, Lin, Tung, & Ko, 2008).

Deceptive Impression Management (IM): "the communication of information that has been manipulated by an actor to create an inaccurate and favorably biased understanding on the part of a related target concerning the actor" (Carlson, Carlson & Ferguson, 2011). Deceptive IM is defined under the environment of an established relationship between a leader and a subordinate, wherein the subordinate must, over time, perpetuate and manage multiple

misrepresentations of the facts on which their relationship is based (Carlson, Carlson & Ferguson, 2011).

Flattery: Overtly complimenting another person to impress the other person; buttering up the boss (Deluga & Perry, 1994); prepared or spontaneous praise, whether earned or to get something in return. See *other enhancement*, below.

Ingratiation: A class of strategic behaviors illicitly designed to influence a specific, other, concerning the attractiveness of one's personal qualities (Jones, Gergen & Jones, 1963) or to influence the image others have about the influencer (Erdogan, 2011). Also, ingratiation includes activities intended by employees to make themselves more attractive to the boss (Deluga & Perry, 1994), in contrast to corporate citizenship, which amounts to consistent politeness to, and outward respect for, others (Chen, Lin, Tung, & Ko, 2008). Some synonyms to ingratiation include: *apple-polisher*, *brownozer*, *schmooze*, *suck-up*, *sycophant*, *teacher's pet*, and *toady* (Martin & Wilson, 2012).

Ingratiator's dilemma: A primary goal of intentional ingratiation efforts is to make oneself more attractive to one's supervisor, to gain special favor over one's peers (Martin & Wilson, 2012). When approached without sufficient sincerity or political skill, the subordinate runs the risk of the supervisors' suspecting the ingratiation being self-serving and insincere, which can lead to the supervisor's blaming the subordinate for insincerity, which can damage the subordinate's reputation (Wu, Kwan, Wei, & Liu, 2013).

Impression Management (IM): Tactics used by employees to consistently impress their superiors, to gain favoritism over their fellow employees (Schniederjans, Cao & Schniederjans, 2013).

Other enhancement: Targeted flattery, exaggerated admiration, praise and complements intended to make one's supervisor feel pleased about a leader-member relationship (Deluga & Perry, 1994).

Opinion conformity: A strategy used to agree with, without variation, everything a manager says or does and laughing at all the manager's jokes, to boost the manager's self-confidence, thus ensuring the manager is attracted to the subordinate (Deluga & Perry, 1994); being a "yes-man (Matusitz & Breen, 2012)."

Self-presentation: To be the perfect employee, ingratators fabricate images believed to be desired by their manager, so that managers will fallaciously perceive them as the perfect employee. Can be synonymous with *false modesty* (Deluga & Perry, 1994).

Social Capital: Important to maintaining perceptions of one's own credibility. Members of organizations must maintain the perception of credible credentials, believable loyalty, and workable usefulness to the organization (Gentry, Gilmore, Shuffler, & Leslie, 2012). Social capital is perpetuated and made effective by carefully valuing and preserving social relationships in an organization (Gentry, Gilmore, Shuffler, & Leslie, 2012).

Assumptions

In order to provide clarity within this study, I had to realize some key assumptions. To begin with, I assumed that in the interest of this study, ingratiation is different from pre-selection

of employees in unfair hiring practices. Further, being different from unfair hiring practices, ingratiation can be viewed as behavior which can be not only predictable, but can be utilized by educated managers and leaders to align the ingratiation with mission objectives, or under the business case, with an organization's competitive advantage.

Military leaders are just as fully qualified to be considered managers as business managers are. I assumed that, to explore an environment where managers were experienced enough to have met with employees who use ingratiation to get ahead, managers must be seen as having shared that common environment. In seeking out and recruiting *retired* military leaders as research subjects, it can be assumed that their attitudes and perceptions are comparable to those of active military leaders, or of business managers.

Scope and Delimitations

The scope of this study bears the effects of a limited number of individuals whence to choose from, that of retired members of a distinguished command structure, the ANG of the United States Air Force. I had the distinction of having served with many of the intended subjects, being a veteran of both Regular Air Force and ANG, no less than 25 years the latter. This study would not have been possible without this experience, as realizations arising from it have emerged progressively over the years.

Despite these auspices, the scope of the ANG itself was vast: 88 bases, situated across the continental United States and its territories, bear numerous potential subjects from each location. I allowed not only for retired Wing Commanders' participation, but also considered people retired from other O-6 (Colonel) positions. I had anticipated some difficulty in finding enough O-6-level officers, and subsequently considered retired O-5 officers, for their comparable

experience, and for the fact that many O-6 command positions are occupied by O-5 field grade officers. The target officers not only had a high degree of experience attributed to their careers, but had also been required to attend and pass the United States Air Force's *Air War College*, a common element among senior field grade officers. I knew that whether my chosen subjects indicated encouragement of ingratiation or their aberration of the idea, I would still collect the resultant perceptions impartially in the interest of the study.

Limitations

Active duty commanders were primarily chosen for this study, but could not be considered, as the Department of the Air Force generally disapproved requests to conduct scholarly research on its members. Resultantly, *retired* commanders were selected for research subjects. Retired commanders' experiences hold the same value as active duty commanders, and no such constraints exist on retirees. Retired commanders can be more difficult to reach than active duty commanders, however. Retirees can also be difficult to interview on certain subjects, as they might have sensitivities or reservations to certain areas of inquiry. However, retirees consistently show pride in having worn the uniform of service to their country, and are often agreeable to recount their experiences freely.

Active duty commanders are understandably protective of the people appointed under their leadership. Retired commanders, however, can reasonably be expected to discuss situations from their own bases of experience. Another limitation to this element lies in the way commanders are liable for certain circumstances they were involved in, such as court cases, wartime circumstances and classified details not releasable to the public. The author took

advantage of his own personal experiences with this peer group to overcome as many of the indicated limitations as possible.

Some bias was expected in the pursuance of this body of research. At the beginning of this study, I was a member of the United States Air Force, and of its ANG department. Having known several of the subjects of research personally, I was duty-bound to interview each subject with equanimity. Having served as supervisor, superintendent, manager, leader, and hiring official, I had ample experience in following ethical procedures when handling others' personal information. In freely offering the possibilities of bias in this manner, I moved forward with the study, confident that risks had been both sufficiently identified and mitigated, allowing me to continue to conduct an ethical, scholarly research study.

Significance of the Study

Despite some minor limitations, this study held significance in learning about perceptions of leaders, and provided new understanding in leader-subordinate communication, which can lead to a greater sense of mission accomplishment, and add to an organization's competitive advantage. The problem stated above, *despite ingratiation's having a negative cultural stigma, some military managers are still known to encourage ingratiation*, was unique; the understanding that military leaders sometimes encourage ingratiation is both misunderstood and incompletely perceived. When a military leader expresses, whether subtly or directly, the expectation that a subordinate should "kiss up" the leader generally expects cooperation; it is common knowledge that military subordinates tend to meet a leader's expectations without voicing complaint.

Psychology and management science have produced a reasonable amount of literature on ingratiation, primarily in the 1980s and 1990s. Despite conceptual investigation and theoretical development in this area, few programs exist with the intent to alleviate negative effects of ingratiation relationships between managers and employees. Without knowledge to support this area of thought, ingratiation could continue to freely influence interoffice relationships within the organization, and ingratiation will continue to subtly upset the social understructure of organizational productivity and competitive advantage.

This research was important for leaders in business, industry, and in the military setting. Examining these concepts served to inform and reassure leaders who have no experience in these situations. Investigating in this area was significant to building an information base on the subjects, and can inform and encourage leaders to try new ways to improve and bolster their organization's competitive advantage.

Learning more about the perceptions of leaders helped provide a new understanding to the body of knowledge, which allows leaders and subordinates to communicate more effectively, to produce a greater return on investment and a greater sense of mission accomplishment. This new understanding helped provide positive social change by giving leaders and workers a more positive overall perception of ingratiation and its encouragement, thus reducing intra-office conflict. The significance of this research affects individuals, groups, and regions by building community in the workplace, which in turn translates to workers' communities at large.

Significance to Practice

Results of this study can contribute to the practice of management by adding knowledge of how leaders perceive the concept of ingratiation in the workplace. Some awareness of

ingratiation already exists, as ingratiation is a common occurrence in any organization; anecdotes abound on how individuals personally experienced ingratiation. Awareness of how to make use of leader-member exchanges, thus how to go about its encouragement, is somewhat scarce. Using information from this study, managers and leaders are better equipped to comprehend how to lead ingratiators to successful efforts, rather than to resign themselves to deal with the problem of ingratiation.

Significance to Concept

Managers generally tend to see ingratiation as a cultural stigma, an activity to be discouraged. Seeing ingratiation as an activity to be discouraged, managers can choose to either ignore ingratiation, give in to it, or urge ingratiators to become valued, trusted members of their organization. When seeing ingratiation as a way to gain competitive advantage however, managers can choose to encourage the ingratiation activity in subordinates, against common, ethical practice. The concept of ingratiation, historically believed to be a negative stigma on an organization, can take hold whether initiated by the ingratiator, or encouraged by the supervisor. The former aspect is more prevalent than the latter, although manager-induced ingratiation can cause more widespread damage to ethical organizational practice.

Significance to Positive Social Change

Realizing positive social change in scholarly works represents an essential element of a Walden University dissertation. A body of scholarly work must therefore be in context with the social metamorphosis emerging in today's global management environment. What was formerly known as *the polite society* brought forth more than a perpetuation of its own values, morals, and

thought processes. Progress and success is measured differently today, and is significantly affected by social change.

Historically, the concept of the polite society provided an important medium which contributed to current expectations of technology-dependent tools, techniques, and practices. The enormous potential for productivity afforded today's manager is the result not only of the human element, but also of technology's provision for hyper-effective communication and connectivity. Such a medium is fertile ground for positive social change.

As demonstrated by this study, learning the perceptions of capable leaders and managers can provide a new understanding to the body of knowledge which can further allow leaders and subordinates to communicate more effectively, and to produce a greater return on investment. This new understanding can incite positive social change by giving leaders and workers a more positive overall perception of ingratiation in this burgeoning environment, and give value to its encouragement, thus reducing intra-office conflict. While informing and de-conflicting perceptions of a formerly stigmatized activity, this research could affect individuals, groups and regions by building and reinforcing a solid community in the workplace, which proliferates into workers' communities at large.

Summary and Transition

Managers sometimes find themselves unexpectedly involved in ingratiation. Ingratiation, generally considered a subtle, deceptive strategy which can damage attitudes and relationships, is a set of tactics employees use to attempt to be liked by managers, ultimately to get special favors over other employees. Despite negative implications, Ingratiation can be successfully used in positive ways. Most managers discourage ingratiation for its negative effect on productivity;

some promote it for their own personal gain; but some leaders positively encourage ingratiation with full awareness, to make it serve their organization.

Considering the way varying approaches to ingratiation affect organizations, this study helped to capture the perceptions of ANG leaders, and revealed how leaders perceive variations on the central concept of ingratiation. This research was conducted qualitatively, as a *case study*. The small group or "case within a real life, contemporary context or setting" that Yin (2014) suggested was built from interviews with company-grade leaders retired from the ANG. I explored perceptions of these leaders in relation to their encouragement of ingratiation in the military environment, and that of their peers.

The significance of this research can affect individuals, groups, and regions by building community in the workplace, which in turn translates to workers' communities at large. Using information from this study, managers and leaders can become more capable in comprehending how to lead ingratiators to successful efforts, rather than to resign themselves to deal with the problem. While informing and de-conflicting perceptions of a formerly stigmatized activity, this research can affect individuals, groups, and regions by building and reinforcing a solid community in the workplace, which proliferates into workers' communities at large. In the next chapter, the points summarized in this section are scrutinized more closely under the aegis of a thorough literature review.

Chapter 2: Literature Review

Who are the stakeholders regarding the effects of ingratiation? The ingratiator? The manager? The customer? Ingratiation places a subtle influence on people's perceptions. From a bystander's point of view, it can appear to be a social maneuver between the ingratiator and the supervisor. Collateral influence also reaches the bystanders to the activity: the ingratiator's fellow workers (Gentry, Gilmore, Shuffler, & Leslie, 2012). Ingratiation not only affects the ingratiator and their supervisor, but has potential to cause a wider scope of collateral damage.

Despite appearances, ingratiation is not obvious to employees in organizational settings, but the dynamics of this concept are subtle. The ingratiator's game can be compared to a much more simplistic game some children play: a naughty child pleads with her father, and quickly gets a forgiving hug; but as soon as her father turns away, she sticks her tongue out at the playmate she'd just been scuffling with. Ingratiators are generally out for themselves, gaining favor over fellow employees and team members (Vonk, 1998).

The impact of ingratiation on manager-employee relations can be significant, but its influence is subtle. Ingratiators intend to gain favor ahead of their peers (Martin & Wilson, 2012), and to make themselves more attractive and deserving of special favors (Deluga & Perry, 1994). In comparison with OCB, which amounts to being consistently courteous (Chen, Lin, Tung, & Ko, 2008; Landa, 2015), ingratiation in the workplace is considered unfair, deceptive, and insidious, or *slimy* (Vonk, 1998). Used opportunistically rather than at random, ingratiation is best utilized to improve an individual's chances of success at such favorable moments as before a performance appraisal (Deluga & Perry, 1994; Erdogan, 2011). Whether it is used for

tangible rewards, or simply for self-gratification gained from managing the impressions of others, ingratiation is commonly known as a negative behavior (Vonk, 1998).

Ingratiators behave the way they do for personal gain, rather than to support the corporate vision, which can raise questions about issues of honesty, loyalty, and ethics (Vonk, 1998). Further, ingratiators' fellow employees sometimes perceive ingratiators' attempts to influence individuals in more powerful roles as taking unfair advantage, which can create hidden agendas and negative feelings between employees (Deluga & Perry, 1994). Regardless of whether bystanders perceive the ingratiatory act as cheap or politicized, managers are the ones targeted by ingratiation.

Whether managers choose to ignore ingratiation, or chooses to discourage further ingratiative attempts, they are acting in response to a negative input. Conversely, managers sometimes choose to encourage employees to engage in ingratiation, (Chen, Lin, Tung, & Ko, 2008). Their encouragement can be for personal gain, or it can be on behalf of the organization and its mission..If acting on behalf of their organization, observant managers can further influence these ingratiating behaviors for more positive outcomes.

Despite a shortage of academic studies on the variations of ingratiative behavior, the concept is well known in organizational environments; anecdotes abound, but normally tend to follow the simplest version of ingratiation, as when a person attempts impression management tactics on their supervisor to make themselves more attractive. As indicated in Chapter 1, the problem statement which drives this body of work indicates that, although ingratiation is generally perceived negatively, some managers selfishly promote it in their employees; a smaller number of managers know how to encourage ingratiation in a way that promotes continual

organizational improvement. Ergo, despite generalized expectations or opposing rationale, managers encourage ingratiation.

The overarching purpose of this study was to explore the ideas, expressions, and opinions articulated through the lens of experience provided by retired colonels, anticipated as substantial enough to enable a valid assessment of how and why leaders encourage ingratiation. Exploring these perceptions in depth helped build new understanding associated to a known phenomenon, in an area where the phenomenon, like military authority itself, is not often questioned. I used information collected from this case study to explore perceptions of ingratiation, a social phenomenon which, although generally considered an ignoble practice, is common in professional, interpersonal relationships, and is interrelated with principles of leadership, followership, and the politics and building of workplace relationships.

Literature Search Strategy

The literature search method that I used for this work primarily included the use of databases available through Walden University's Library. I conducted an exhaustive search of the Library's available resources, which hosted numerous databases. Available databases included ProQuest Central, Science Direct, Academic Search Complete, SAGE Premier, SAGE Encyclopedias and Ulrich's Periodicals Directory. I used ABI/INFORM Complete, Business Source Complete, Political Science Complete, and Public Policy and Administration databases, and for psychological references, I searched PsychInfo and PsychArticles, which were also found in the Walden Library.

I used some specific search terms to identify applicable articles and context-specific information, including: *abusive supervision*, *flattery*, *impression management*, *Ingratiation*,

OCB, other enhancement, opinion conformity, political skill, self-presentation, and sycophant. When I needed help finding additional resources, I appealed to the Walden library, using e-mails as a primary communication medium. I also browsed numerous books on management, sociology, psychology, and political theory for ideas pertinent to my chosen research topic.

Google Scholar proved to be a particularly useful resource. This scholarly addition to the Google corporation's arsenal allows the user to set parameters for terms, concepts, and ideas. It also allows Walden users to link selected articles to the Walden library, wherein a researcher can assure Walden's registering of the article under scrutiny. Without this interplay of digital provision of journal articles, much of the information I found would remain unavailable without paying a fee to download articles.

Conceptual Framework

Another term used for the concept of ingratiation is *impression management*. Impression management is not widely researched, but both qualitative and quantitative studies exist on the concept (Klusman & Hautaluoma, 1976). Deluga (2003) primarily focused on ingratiation behaviors within organizations, defined as "illicit attempts by subordinates to increase their interpersonal attractiveness in the eyes of their manager" (Deluga, 2003, p. 14). Another study by Liden and Mitchell (1988) added to Deluga's work, detailing how people tend to do more favors for people they like than for people they dislike (Liden & Mitchell, 1988).

Ingratiation is inconsistent. Ingratiators tend to be bolder at peak times, such as when their personnel evaluation is due, or when desirable projects arise (Matusitz & Breen, 2012). The inconsistent quality of ingratiation can help illustrate how ingratiation differs from other

workplace behaviors, such as OCB. Employees who engage in OCB consistently work together in more friendly and amicable attitudes (Chen, Lin, Tung, & Ko, 2008; Landa, 2015). Both inconsistent and deceptive, ingratiation can be difficult to recognize and acknowledge.

Ingratiation-savvy managers can recognize the phenomenon by several characteristics. Deluga and Perry (1994) determined several primary goals of ingratiation: *other enhancement*, *conformity of opinion*, and *self-presentation* (Deluga & Perry, 1994). Other enhancement is similar to flattery, but in cases of ingratiation, its purpose results in the supervisor's developing a "high, positive evaluation of the supervisor" (1994, p. 69). With opinion conformity, the ingratiator expresses "values, beliefs, and opinions similar to those of the supervisor" (p. 69). When using self-presentation, the ingratiator tries to create an image "perceived to be appropriate" (Deluga & Perry, 1994, p. 69) by the supervisor.

Ingratiation is intended to attract special favoritism from higher echelons of organizational power. For the purpose of this study, ingratiation is used when a person feigns flattery to the person (Vonk, 1998), while anticipating benefits available only through the superior's positional authority (Colwell, 2005). Positional authority is the target of opportunity, while the person holding that position is being subtly manipulated into compromising the integrity of that position.

Ingratiation has been recognized as a psychological tactic used in the interest of personal gain. Specifically, ingratiation is a tactic of influence, an idea which originated from motivation theory (Shao, Rupp, Skarlicki, & Jones, 2013). Being attractive to others creates positive feelings; an example is the ingratiator's wanting to enhance his or her value to their supervisor (Liden & Mitchell, 1988). When asserting self-affirmation, a basic human motive, people search

for and mentally rebuild information that appears to look good and which perpetuates their personal integrity (Liden & Mitchell 1988). Enhancing one's self-image, and the perception of being efficacious, deceptively imparts a subtle dominance over some of the manager's actions, influencing him or her to do, to some degree, what the ingratiator wants.

It was established in Chapter 1 that ingratiation can sometimes be brought on by a fear of rejection (Robinson, O'Reilly & Wang, 2012; Romero-Canyas, Downey, Reddy, Rodriguez, Cavanaugh, & Pelayo, 2010). Liden and Mitchell (1988) suggested that people need to achieve self-affirmation, to seek influences that shine a positive light on their integrity (Liden & Mitchell 1988). Some researchers suggest that ingratiation could be used in response to an employee's perceptions of justice in the workplace (Shao, Rupp, Skarlicki, & Jones, 2013). People who fear that their manager is showing more favoritism to others, might try to use ingratiation to tip the scales in their own favor.

Ingratiation is a tactic used to mislead an authority figure. Wu, Li and Johnson (2011) suggested that ingratiation was a coping mechanism that people with low self-esteem used to deal with stress (Wu, Li & Johnson, 2011). Despite coworker perceptions, ingratiators usually hold onto self-serving habits, seeming not to realize anything wrong with attempts to gain favor (Martin & Wilson, 2012; Liden & Mitchell 1988). Ingratiators initiate the influence, but the compensation in the relationship is decided by unsuspecting managers.

A balanced relationship between the ingratiator and the manager is needed to bring about rewards that appeal to the ingratiator. Balance theory involves examining the ingratiator's and supervisor's roles, and offers some reasons why some ingratiation is successful, and why some is

not, and provides focus for the various consequences of ingratiation, whether success or failure (Wu, Li & Johnson, 2011).

Relationship theory suggests that subordinates make requests, whereas leaders command; the balance maintained in the resultant relationship allows for an environment of understanding between the personalities of two people who have accepted their position (Wu, Li & Johnson, 2011). Examining relationships involved in leader-member exchanges provides insight into ingratiation tactics, such as when a subordinate faces an eminent performance appraisal (Treadway, Breland, Williams, Cho, Yang, & Ferris, 2013). The right balance of managerial and subordinate influence can bring about an effective, productive relationship; an unbalanced relationship, as in the case of self-serving ingratiation, can bring about a deceptive, even destructive relationship.

The purpose of this study was to explore, through the perceptions of retired colonels, the ideas, expressions, and opinions regarding ingratiation. This exploration allowed me to understand the phenomenon of ingratiation in a specific environment. The theoretical antecedents as outlined in this chapter illustrate the basis for ingratiation, its historical aspects, how it relates to groups, and how it fits into organizational science.

Ingratiation was the specific psychological and sociological phenomenon under examination in this study. Ingratiation exchanges between leader and subordinate composed the study's target environment. The case for this study was focused on how the research subjects, retired ANG colonels, perceived ingratiation carried out in leader-member exchanges.

Motivation

The impetus for ingratiation can be explained conceptually by motivation theory. Ingratiation is related to *extrinsic* motivation, or acting on the perception of the act being helpful in accomplishing a valuable goal (Lin & Lu, 2011). Being knowingly attractive to others motivates positive feelings, just as the need to enhance one's image motivates positive feelings (Liden & Mitchell 1988). Enhancing the self-image and the perception of being efficacious are significant motivators in the results-driven workplace. While asserting the basic human motive of self-affirmation, people search for and mentally rebuild information that makes them look good and sustains their personal integrity (Liden & Mitchell 1988). Examining perceptions derived from extrinsic motivation can contribute to the general knowledge of human motivation in the workplace.

Some researchers have studied ingratiation in relation to attribution theory. According to attribution theory, people are somewhat naïve psychologists who are interested in how and why successes and failures occur (Harvey, Madison, Martinko, Crook, & Crook, 2012). The resultant self-explanations help people make sense of their world, and further helps individuals control their more immediate environments. This allows researchers to understand how and why people become involved in either productive behaviors or counterproductive behaviors (Harvey, Madison, Martinko, Crook, & Crook, 2012).

Romance and Deception

Romantic ingratiation, like workplace ingratiation, is motivated to some degree by the expectation of something in return. Romantic behavior expectantly presupposes that another person will come to like the romantic initiator. Ingratiation exchanges presuppose that the other

person will reciprocate by showing favoritism for the ingratiator (Robinson, O'Reilly & Wang, 2012; Romero-Canyas et al., 2010). Romantic behavior is more likely to be more accepted than ingratiation, but romantic relationships are motivated by a person wanting to be liked for a specific reason (Romero-Canyas, et al., 2010).

Other enhancement, opinion conformity, self-presentation and favor-doing relate just as readily to various courtship strategies. The often-obsequious flattery present in workplace ingratiation strategies does not offer a direct relationship, but the perception of flattery is much the same. (Deluga & Perry, 1994; Jones, Gergen & Jones, 1963). Flattery can have a marked influence on another person's opinion. Comparing variations of flattery is used in this instance to illustrate the influential nature of ingratiation; however, romantic ingratiation was not a major factor in this study, but is considered as an area for further study in Chapter 5.

Influencing others' perceptions through ingratiation can involve a degree of deception, as explained by Interpersonal Deception Theory (IDT). As described by Ott, Choi, Cardie, and Hancock (2011), IDT indicates that this type of deception, which displaces such intentions as self-deception, is used as a motivated, deliberate strategy (2011). When used by ingratiators, IDT demonstrates various ways for people's goals to be communicated and attained through of deception (Hogue, Levashina & Hang, 2013). IDT can be used by to influence managers in various ingratiation capacities.

An example of IDT can be seen when a person fakes information in an employment interview. Whether through being untruthful or by simply withholding unfavorable information, the deception as seen as having the same, negative effect (Hogue, Levashina & Hang, 2013; Thomas, 2013). When direct, ingratiation, impression management is involved, ingratiators

attempt to manage others' image and impressions, to acquire a more positive reputation (Carlson, Carlson & Ferguson, 2011; Erdogan, 2011). Deception can be more easily detected in job interviews than in everyday leader-member exchanges, because the opportunity for advancement during an interview is more obvious at the time.

Self-deception can be seen in the way a person perceives his or her self-image. While asserting the basic human motive of self-affirmation, people search for and mentally rebuild information that makes promotes their self-image, and which apparently sustains their personal integrity (Liden & Mitchell 1988). The effects of ingratiation can be quantified while asserting one's self-affirmations, using the Measure of Ingratiatory Behaviors in Organizational Settings, or *MIBOS* (Kumar & Beyerlein, 1991). This scale was designed to measure how ingratiation tactics are used in superior-subordinate relationships (Kumar & Beyerlein, 1991). Further testing was determined necessary to make the measure more effective, and caution was advised in choosing the right measure (Sibunruang, Capezio & Restobog, 2013). Ingratiatory tactics can be subtle and misleading.

The strategy of ingratiation. Seeing ingratiation as a tactic implies its utility as a last-minute, just-in-time response. Conversely, it assumes the longer term of a planned activity, when seen as a strategy. A person focusing on the potential payback of gaining special favors from the boss (Benabou, 2013) and planning tactics accordingly becomes immersed in a strategic process (Martin & Wilson, 2012). Ego depletion theory suggests a limitation to the just-in-time aspect of ingratiation. This theory asserts that, over time, an ingratiation's supply of resources becomes depleted, limiting the time deceptive ingratiation can be perpetuated in the workplace (Carlson, Carlson & Ferguson, 2011). People engaging in a strategy are generally seen as taking on a

process involving more time than tactics involve, suggesting that the strategic approach can break the chain of ego depletion theory.

As mentioned earlier, ingratators employ a few basic strategies. The first strategy is other enhancement, loosely defined as targeted flattery; the next is opinion conformity, or unwavering agreeableness (such as being a "yes-man"); another is favor doing; another is self-presentation, identified as doing things specifically to impress one's superior, like arriving to work early and leaving late (Deluga & Perry, 1994). While ingratators use these strategies to gain favor from their supervisor, the ingratator also means to gain favor ahead of fellow employees. The ingratator's strategy is to get ahead, despite whether fellow employees might perceive ingratiation as being slimy or inconsiderate (Vonk, 1998). Ingratiators are self-serving by design, which can further indicate having less value to the team environment.

Ingratiation can occur from more than just a person's ambition to get ahead. An unexpected angle of ingratiation is that it can be brought on by a fear of rejection (Romero-Canyas, et al., 2010). Further, abusive managers can cause negative impacts which reach farther than two hierarchical levels below their position (Mawritz, Mayer, Hoobler, Wayne, & Marinova, 2012). Ingratiation provides individuals an opportunity to impress those who reject the ingratator (Romero-Canyas, et al., 2010), implying an exchange of favors. Conversely, Liden and Mitchell (1988) suggested that people need to achieve self-affirmation, to seek influences that shine a positive light on their integrity (Liden & Mitchell 1988). Consequently, it comes to bear that ingratiation is a complex behavior, stemming from numerous causes.

Another concept said to motivate ingratiation is corporate psychopathy. Boddy (2013) highlighted *corporate psychopaths*, who, when challenged, intensify their use of ingratiation,

confiding and becoming increasingly more endearing to their superiors (Boddy, 2013).

Also true to the ingratiation element, the corporate psychopath is an exceptional self-promoter, has a grandiose self-image, makes unreasonable promises, and severs ties with people who will not serve their agenda (2013). Corporate psychopaths use charm to win their way into a corporation by amplifying their strengths and set the stage by finding and manipulating a sponsor willing to protect the corporate psychopath and come to their aid when needed (Boddy, 2013). Once corporate psychopaths demonstrate their aptitude, energy, and competitive drive, organizational leaders often perceive their efforts as a quick win, and tend to choose corporate psychopaths to lead important projects, programs, and departments.

The strategy-based concepts listed in this section shed light on why ingratiation can be such an attractive alternative. Despite the opinion of any adversarial coworkers, ingratiators continue their activities undaunted, appearing to be remorseless about their own self-serving advances (Liden & Mitchell 1988; Martin & Wilson, 2012). Based on this concept and the ideas that stem from the problem statement, purpose, and research questions in this study, the literature in the next section was concentrated predominately on ingratiation as seen in the direct employee-supervisor interaction. This relationship is illustrated below, in Figure 1.

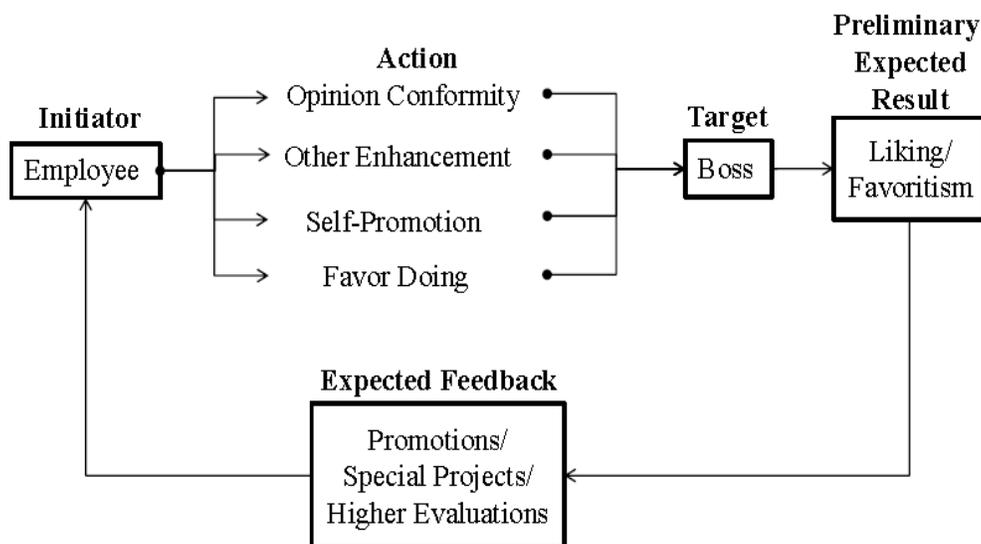


Figure 1. Concept map: employee-supervisor ingratiation.

Literature Review

The following narrative reflects an effort to examine the perceptions of a group of individuals when exposed to the sociological phenomenon, ingratiation. Ingratiation is defined at length, and was examined in context with various relationships present within a professional workplace. The evolution of the concept was scrutinized in light of biological, anthropology, psychological, sociological, and political theory, and the epistemological and ontological associations of the concept was reviewed.

Workplace ingratiation ordinarily involves two people: a subordinate and a superior. This can be explained as either one person acting alone, or interacting with one other person, which constitutes the smallest of groups. A basic tenet of the field of group dynamics is that people act differently in groups than when alone (Austin, Regan, Samples, Schwartz, & Carnochan, 2011; Janis, 1991). A lone ingratiator generally acts without consideration of the group's consensus.

Employees can sometimes feel rejected and alone. Aloneness can also be felt as being free from undue influences from others (Robinson, O'Reilly & Wang, 2012; Romero-Canyas, et al., 2010). The outcome might depend on the person's inner environment, or from interaction with others, or from the person's experiences, whether considered 'normal' or otherwise (Cane, 2013). The factors governing how people act (psychology), and how people ought to act (philosophy), are virtually endless. However, under similar biological, psychological, and sociological circumstances, people can be expected to act generally the same.

Section 1: Ingratiatory Exchanges

There are several ways employees can get ahead at work. One way is to work hard and achieve recognition from one's own accomplishments. Another way is to reflect a generous nature, be polite to others, join in and support a community of people in the workplace who are cooperative and reciprocal in supporting their fellow employees (Westphal & Zajac, 2013). Yet another way an employee can get ahead is to contrive a strategy which utilizes several tactics to influence their supervisor into granting special favoritism they do not particularly deserve. This strategy is called ingratiation.

The Ingratiatory Conversation

Ingratiation involves communication with another individual. When a person approaches his or her manager, intent on harboring special favors that others in the work area are not privy to, that person is acting out ingratiation (Martin & Wilson, 2012). Ingratiation can be seen as positive or negative. Most employees refrain from provoking their supervisor, but some will go on to engage their supervisor in ingratiation. Most employees avoid such risky behaviors, but managers sometimes urge subordinates to engage in ingratiation anyway (Martin & Wilson,

2012). The ingratiation can either begin by their own decision, or by influence initiated by their manager.

Ingratiation is not a one-sided activity. The actor, or ingratiation, initiates an exchange of favors expected to result in gaining a useful relationship with his or her supervisor, a relationship which can be maintained for as long as one party works for the other (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). Deluga and Perry (1994) studied such leader-member exchanges, and saw that in cases of higher quality exchanges (trust, loyalty, supportive relationships), subordinates and supervisors are rewarded equally by the relationship. In low-quality exchanges, (less mutual support, pointed authority), subordinates perform routinely at best resulting in only standard benefits (Deluga & Perry, 1994). Subordinates that share equally in opportunities and benefits in the high-quality exchanges tend to be hard-working, effective, committed employees.

Ingratiation relationships can often be built on false pretenses. Ingratiation relationships are quite often perpetuated by the supervisor's fulfilling the very favors the ingratiation desires. The ingratiation is intent not on managing his/her own impressions, but rather those of the supervisor (Carlson, Carlson & Ferguson, 2011). These activities are known as impression management, sometimes *deceptive* impression management.

Ingratiation is often known as *impression management*. Strategies of impression management include flattery, favor-doing, self-promoting, exemplification (going above and beyond, to appear dedicated), supplication (advertising shortcomings, to be seen as needy) and intimidation (appearing intimidating, or dangerous) (Bolino, Klotz, Turnley, & Harvey, 2013). These attributes help define impression management, though self-promotion is closest to ingratiation in definition (Bolino, Klotz, Turnley, & Harvey, 2013; Thomas, 2013). Self-

promotion implies a personal sense of the ingratiator's being entitled to favoritism over other employees.

Narcissism and Ingratiation

The strong sense of self-presentation an ingratiator exhibits can be enforced by a sense of special form of entitlement, known as *narcissism*. Narcissists feel deserving of recognition whether individual performance levels reflect it (Campbell, Hoffman, Campbell, & Marchisio, 2011). Narcissism is generally recognized as a destructive behavior common in politics and upper-level executive interactions (2011). Inflated self-love, self-views, and grandiosity characterize narcissism, along with a sense of specialness and uniqueness, a sense of entitlement and a desire for power and esteem (Campbell, Hoffman, Campbell, & Marchisio, 2011). These represent the self-promoting side of narcissism.

On the side of depleting the value of others, narcissistic relationships characteristically express little empathy and intimacy. Its continued influence can further result in shallowness, manipulation, and exploitation (Campbell, Hoffman, Campbell, & Marchisio, 2011). Narcissists feel the need to be seen in high esteem, seek situations where they can steal credit from others, play relationship games, and brag about themselves (2011). When successful, narcissists feel good, but when unsuccessful, can become aggressive and anxious (Campbell, Hoffman, Campbell, & Marchisio, 2011). Although narcissism involves self-promotion, ingratiation is not specifically narcissistic.

Perpetuating the Conversation

Self-presentation is a key factor in ingratiation exchanges. Deluga and Perry's work (1994) lacked reference to narcissism, but similarities can be noted to make the point of

ingratiation clearer: mainstream, self-serving ingratiation can be damaging to relationships, group interactions and organizational performance (Deluga & Perry, 1994). Without a sincere sense of team integrity, loyalty and a sense of personal pride in one's work, organizational success is at risk (1994). Organizations depend on relationships, and professional relationships are at risk when ingratiation takes hold.

Ingratiation uses the medium of the personal relationship to create influence on another individual. Deluga and Perry (1994) observed that successful attempts at ingratiation are sometimes reciprocated (Westphal & Zajac, 2013). Since one of ingratiation's goals is to be more attractive to or to be liked by the manager, successful ingratiation would attract reciprocation from the manager allowing the ingratiator to cash in on his/her efforts (Westphal & Zajac, 2013). Promotions, better performance appraisals, and desirable work assignments can be granted if the manager *likes* the ingratiatee employee (Deluga & Perry, 1994). Relationships built on such coercive influence can significantly influence organizational objectives.

Organizational performance often depends on building confidence in an organization's employees. Ingratiatee exchanges build confidence on both sides (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012), and present the possibility of organizational goal attainment, which is also a desirable goal of management (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012; Mawritz, Mayer, Hoobler, Wayne & Marinova, 2012). Further, impression management can be more important early in the manager-employee relationship, until the manager can form a positive opinion of the employee's behavior and work patterns (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012; Mawritz, Mayer, Hoobler, Wayne & Marinova, 2012). It can become

less important later, once the employee begins to perform in equilibrium with the manager's expectations.

Section 2: The Roots of Ingratiation

Ingratiation in History

Flattery, or other enhancement, is a primary characteristic of ingratiation. It can be said that flattery has a rich history, going back to classical philosophers such as Plato, Aristotle, Dante, Shakespeare, Milton and Darwin. In Plato's portrayal of Socrates' discussion with Gorgias, Socrates objected to Gorgias' description of flattery, suggesting it was instead a persuasive offshoot of a person's oratory ability. In *The Inferno*, Dante saw flatterers as worse than astrologers, thieves, and hypocrites, and placed them in the eighth ring of hell.

Shakespeare portrayed flattery as being both beneficent and as being a sin; he wrote of a person's ability to simultaneously hate flatterers and to enjoy being flattered. Milton described Satan as the *Arch Flatterer*, while Darwin suggested that in nature, alpha male apes expect, even enforce, flattery from subordinate males, to maintain their superior status. An apparently sincere waiter can impress a customer more easily than a less friendly, apathetic waiter can (Medler-Liraz & Yagil, 2013). Waiters have long been known to engage in ingratiative flattery to get bigger tips.

Psychological roots. Ingratiation has been established as a strategy some employees use to be seen as more entitled to rewards than other employees. The psychological roots of ingratiation come from the need for acceptance (Robinson, O'Reilly & Wang, 2012; Romero-Canyas, Downey, Reddy, Rodriguez, Cavanaugh & Pelayo, 2010) and the desire to get ahead of one's peers with little regard for whether their peers receive any credit for their accomplishments

(Bryan, Adams, & Monin 2013). The desire to be set aside from the group is another goal of ingratiation, to be recognized as special, above one's peers (Grijalva, Newman, Tay, Donnellan, Harms, Robins, & Yan 2015). To be effective, however, the desire for specialness cannot be simply assumed; it must be granted by the ingratiation's superior.

The psychology of leadership is also a consideration. Leadership psychology shows how leaders perceive the actions of an ingratiation upon the group's leader (Seppala, Lipponen & Pirttila-Backman, 2012). Loyalty is also to be considered; not loyalty itself, but the desire to be *seen* as loyal, in the absence of sincere loyalty (Deluga & Perry, 1994). Loyalty, even a feigned loyalty, can be useful when seeking the approval of those in positional authority who can distribute desirable rewards.

Neurologically, the reptilian hindbrain is a major response area in the human brain. In terms of how the mind works, when the reptilian hindbrain is driven to react, it causes individuals to react without forethought (Morin, 2011). These reactions help the individual survive in dangerous environments, to react in defense of their territory, and to realizing their place in a *pecking order*. The psychology of the pecking order holds that, when individuals know their place and others' place in the group, members tend to work more smoothly as a group, whether a pack, a tribe, or a community (Colwell, 2005; Cruciani, Trombetta, Massaia, Destro-Bisol, Selitto, & Scozzari, 2011). Dissenters from an established pecking order upset the balance of the pecking order, causing resentment, confusion, and loss of focus on common goals (Colwell, 2005). Similarly, ingratiation can act as dissenters, upsetting a pecking order's balance in such a way.

Sociological roots. Pre-historically, our ancient forebears conceivably sought the safety and (pre)society of groups. Safety came in numbers when humans ranged the predator-laden savannahs (Cruciani, Trombetta, Massaia, Destro-Bisol, Selitto, & Scozzari, 2011). Proto-human individuals might sometimes have sought solitude. However, under the best of circumstances, it has been surmised that proto-humans needed the security and comfort of groups to survive (2011). More plants and herbs could be gathered for the betterment of the community, and hunting large animals was safer when done in groups (Cruciani et al., 2011). A lone proto-human had to be unerringly alert to survive in such an environment; without the group's support, relaxing momentarily could mean disaster.

Solitude and individuality were dangerous attitudes to assume. Groups survived; individuals perished. Contemporarily, loners, people who seek solitude, are sometimes seen as dissidents (Cain, 2013), particularly when acting contrary to group norms (Benabou, 2013). When dissidents are able to convince others their ideas have substance, others sometimes join in (Benabou, 2013), but disagreement is a major element of their perceived dissidence. Deceiving the group and its leader can be a safe alternative to being an outcast (Cain, 2013). Ingratiation to the group's authority figure is a type of deception.

Group dynamics. The study of the sociological forces at work when a small group of people interact is known as *group dynamics*. Group dynamics can be illustrated by citing examples of early hominids' efforts to survive (Cruciani, Trombetta, Massaia, Destro-Bisol, Selitto, & Scozzari, 2011). Pre-historical group members survived better when supporting each other, creating a community which supported everyone's basic needs and formed a barrier against danger. A perceived dissenter in such an environment might run the risk of being driven from the

group, to face the primordial environment alone (Cruciani et al., 2011). Individuals needed a way to quickly convince the leader of the group of their value in order to safely assure their position in the pecking order.

In the contemporary workplace environment, people similarly tend to build community with coworkers, drawing comfort from the community in times of stress. Trust among members of a community helps hold the members together, and to more easily support each other (Cruciani et al., 2011). A member of a functional group who is perceived by the group as a self-serving ingratiation is seen as a dissenter (Benabou, 2013). This quickly degrades the group's opinion of the ingratiation.

Dissenters from a functional group can be special cause for concern in an organization. Ingratiators, who can be seen by fellow employees as dissenters, can upset the balance of the established pecking order, and can cause resentment, confusion and loss of focus on organizational goals (Colwell, 2005). When members of a team are comfortable with their placement in the group, cooperation comes more easily. Political skill can be useful and acceptable within the pecking order, but can also be misinterpreted as ingratiation.

Political roots. Instead of resorting to ingratiation, a conscientious subordinate can use *political skill*, which allows him or her to influence their supervisor without running the risk of seeming insincere. It has been established that the goal of intentional ingratiation efforts is to make oneself more attractive to the supervisor to gain special consideration for favors before one's peers (Martin & Wilson, 2012). When a supervisor perceives hints of insincerity, the ingratiation's ulterior motive can be revealed, which can adversely affect their subordinate's reputation (Wu, Kwan, Wei, & Liu, 2013), and thus collapses future efforts to ingratiate.

Ingratiation involves being self-serving and deceptive, while political skill involves a more studied approach, which allows the individual to sincerely demonstrate their talents.

Ingratiation is not necessarily a political act, but political activity often involves ingratiation, and vice versa. Biologically, the reptilian element of the human brain drives individuals toward ingratiation as a matter of survival. Integration into the pecking order helps an individual feel a sense of belonging (Colwell, 2005; Cruciani et al., 2011), whether attained sincerely or deceptively. When an individual feels liked by the leader, the individual feels a sense of security and safety.

Politically, vying for position is expected, even customary, in organizational environments. Political ability is even considered to be a valuable skill by some (Gentry, Gilmore, Shuffler, & Leslie, 2012). In the military, it is considered common knowledge that leaders promote obedience in junior officers and enlisted people, and that professional organizations often emulate the military in this manner.

Traditionally, military organizations assure loyalty to maintain control of troops in adverse conditions. Military organizations are *mechanistic organizations*, highly centralized, hierarchical, and designed to strengthen positions of power in order to maintain tight control over the organization's ability to accomplish goals and execute directives (Schniederjans, Cao & Schniederjans, 2013). Consequently, their mechanistic characteristics sometimes promote ingratiation strategies to ensure loyalty in adverse conditions.

Another aspect of mechanistic organizations illustrates in how the *status* of the ingratiation comes into play. High status subjects tend to withhold flattery and conform less, whereas low-status subjects tend to conform and flatter more aggressively (Jones, Gergen & Jones, 1963). A

person's status can affect how aggressively that person engages in flattery, and how willing a person is to conform to their superior's direction.

Impression management is not necessarily recognized as a useful skill in some organizations. More organic organizations, such as those based on research and development, lean more toward initiation than impression management (Schniederjans, Cao & Schniederjans, 2013). These organizations recognize lateral responsibility more and define job responsibilities less. This difference in motivation causes this influence to be directed more equally toward superiors and peers (Schniederjans, et al, 2013). Individuals are given more freedom to express their own opinions, characterizing internal relationships more toward social connection than power-based positioning.

As listed earlier, ingratiation can be perceived as being suggestive of ulterior motives and self-serving intentions. Learning political skill can also allow ingratiators to transcend baser impulses to manipulate their superiors, and to incline towards influence through more calculated political activities (Gentry, Gilmore, Shuffler, & Leslie, 2012). Conversely, people having some knowledge and ability with political skill can disguise ulterior motives.

Political expertise can be a useful talent in organizational interaction. Political skill takes four factors into consideration, *social astuteness* (reading and understanding people), *interpersonal influence* (acting on clues to get what you want), *networking ability* (building friendships, making connections and alliances), and *apparent sincerity* (genuineness, without ulterior motive) (Gentry, Gilmore, Shuffler, & Leslie, 2012). Political skills involve interpersonal interaction, but also show a relationship to ingratiation, an activity seen more as a strategy of reaping the short-term goals of bringing about favoritism (Deluga & Perry, 1994). The similarity

between these activities lies in *how* a person can influence their supervisor; the difference lies in how the influence is brought about.

Political skill is more long-term and helps the person to maintain a reputation of being a part of the organizational team. Properly orchestrated, it allows a person a reasonable level of self-respect (Gentry, Gilmore, Shuffler, & Leslie, 2012). Ingratiation, being a more self-serving activity, only brings short-term results, and can ruin the person's reputation in the long run (Deluga & Perry, 1994). Ingratiation implies an indifference to organizational rapport; political skill by definition builds rapport.

The perceptions of bystanders and coworkers can be affected both by political skill and ingratiation. Bystanders can by and large detect the difference between a person's true rapport with people and their using ingratiation to take advantage of people (Gentry, Gilmore, Shuffler, & Leslie, 2012). How ingratiation is perceived can define whether the ingratiator gets in good with the boss or not (Gentry, et al, 2012). Bystanders can often see through the ingratiator's efforts well before the manager does.

The desire to be special. The desire to be seen as special lies at the heart of ingratiatory exchanges. Varying degrees of self-serving ingratiation can be seen even in the most forthright organizations (Gentry, Gilmore, Shuffler, & Leslie, 2012). Quite often, the struggle for position can even be seen as good-natured, even as fun; in some organizations, however, it can turn into a sort of unconscious, self-deprecating struggle, and can end up causing situations harmful to the organization, such as in cases of *groupthink* (Benabou, 2013). Groupthink can be found when excessive, abnormal, group cohesion and concurrence-seeking contributes to an extreme

downturn in the group's decision-making ability (Benabou, 2013). Ingratiation can be a by-product of groupthink.

In cases of groupthink, members ingratiate themselves as much upon the group's ideals as toward the group leader, holding *membership* in the highest esteem, even discouraging other group members from disagreeing with group consensus. Members carry an illusory sense of invulnerability, and take risks freely, despite a general feeling of distrust among themselves (Janis, 1991). Although similarities exist between ingratiation and groupthink, studies on ingratiation rarely mention groupthink as a factor in ingratiation exchanges.

The element of trust can be put at risk in ingratiation exchanges. Researchers have suggested an optimum level of trust for teams to keep in mind (Rose, 2011). Too much trust can have a negative impact on performance. Unconditional trust can stimulate a form of group myopia, a condition related to the development of groupthink (Janis, 1991) which could further stifle group performance. Organizational relationships do well with a certain degree of trust, but it must be guided by consensual values and ethical standards.

Trust has many obvious consequences, and some not so obvious. Excessive trust without the element of suspicion can introduce abusive behavior. Adding, or allowing, an element of distrust can provide undesirable behaviors and potential consequences can be identified as steps in a process intended to build optimum team utility (Rose, 2011). Optimal trust, then, should imply a synthesis of the positive aspects of trust and distrust, and that their negative aspects are examined and eliminated (Rose, 2011). Trust is most effective when shared between two or more people. When one person vies for another's admiration and trust, however, it can result in an unbalanced exchange.

A vote of one. Group dynamics implies an agreeable coequality of trust between group members. The group dynamics of political thought help illustrate the dynamics of ingratiation (Gentry, Gilmore, Shuffler, & Leslie, 2012). For the purposes of this study, however, ingratiation was considered a matter of a single person attempting impression management on a single manager, supervisor or leader. Under these circumstances, ingratiation becomes a kind of "me against them," a vying for personal favors over all other employees of the same peer group (Deluga & Perry, 1994). From this perspective, the ingratiator has only to impress one person, despite the good opinion of his or her peers, or of any other person within the group environment.

Ingratiation within the context of individual influence can be observed as a kind of *workplace deviance*. Workplace deviance is defined as a kind of voluntary behavior found in the violation of organizational norms, which can endanger the organization's well-being (Bolton & Grawitch, 2011). Sabotage, abuse, theft, production deviance, and behaviors directed at the organization and other people are examples of workplace deviance. These activities have become increasingly more common, and consequently increasingly a major concern for organizations (Bolton & Grawitch, 2011). A culture of deviance can constrain an individual's values, and can at length promote the rewarding of mediocre performance.

Influencing one person is simpler and less stressful than impressing a group. Ingratiation therefore, as related to political activity, can be seen to be more interpersonal than a clear-cut case of office politics (Gentry, Gilmore, Shuffler, & Leslie, 2012). Keeping the manager informed is a widely accepted practice that supports the organization's competitive advantage. Within the realm of self-presentation, ingratiators provide a picture of being more capable and

better suited for promotion or reciprocal favoritism than their peers (Westphal & Zajac, 2013). Ingratiators may not consciously intend to discredit fellow employees, but the consequences remain the same: the ingratiation's peers are discredited (Vonk, 1998). Once an employee perceives a coworker is apathetically trying to gain an unfair advantage, relationships can break down within the organization.

Short of being a provable case of coworker sabotage, ingratiation can be attractive to Machiavellian types who are not averse to using people for their own selfish pursuits. Managers who promote their own self-interests by encourage ingratiation in their subordinates are seen as ethically deficient. The ethical deficiency lies in a manager's self-serving wish to use people who are willing ingratiate themselves to get ahead (Hogue, Levashina & Hang, 2013). Such cases of hyper-ambition are often featured in Hollywood films, to the end of the ambitious manager meeting with disaster, with their formerly bullied employee(s) getting even.

Section 3: Peripheral Effects of Ingratiation

In practice, ingratiation between an employee and a supervisor can be found in virtually any organizational environment. Those responsible for ingratiation seldom consider its effects on anyone outside the leader-member dyad. Whether the manager ignores it, discourages it (Chen, Lin, Tung, & Ko, 2008), or prompts it for their own personal gain, managers tend to target ingratiation individually. Similarly, employees who initiate ingratiation rarely consider its peripheral effects.

Flattery, a primary characteristic of ingratiation, can impress and even entertain those within its circle of influence. Ingratiation employs other enhancement, opinion conformity, self-presentation, and special favors (Deluga & Perry, 1994; Matusitz & Breen, 2012). Primary among these, other enhancement, also known as flattery, has been both praised as an art form and condemned as a cardinal sin. Peripherally, flattery can also hurt feelings, distract work tasks, and diminish respect between professionals. At length, it can adversely affect an organization's morale, and even its competitive advantage.

A basic expectation of subordinates is to fairly accommodate and serve their manager. Subordinates who ingratiate are often seen as stepping over a sort of demarcation line, outside the expectations of moral behavior into a posture of unfairness (Vonk, 1998). The unfair element involves taking advantage of their manager's willingness to reward ingratiators for such exchanges (Park, Wesphal & Stern, 2011). Peripherally, ingratiation upsets the balance of community among employees, and creates a sense of one-upmanship.

Employees who are *peripherally* affected by these activities are bystanders left to their own perceptions of ingratiation, which are most often interpreted as unsavory and undesirable

acts. Bystanders who must witness ingratiation "licking upward and kicking downward" (Vonk, 1998), can interpret it as being *slimy* (1998), which can translate to seeing the supervisor as being involved in an undesirable activity. Bystanders who lie in the manager's chain of supervision and remain unaware, miss valuable opportunities to suggest corrections to the activity (Vonk, 1998). Managers often remain unaware of an ingratiation's influences, and are just as unaware of how bystanders feel.

The peripheral environment. Ingratiation affects not only ingratiation and their superiors. It also distracts the ingratiation's peers and other bystanders to the activity (Gentry, Gilmore, Shuffler, & Leslie, 2012; Vonk, 1998). As shown in Figure 2, flattery and self-serving activities in the organization are difficult to ignore, and can affect workplace productivity, which can further an organization's effectiveness (Wu, Kwan, Wei, & Liu, 2013). Alternatively, when seen from the point of view of leadership, ingratiation can sometimes be used to the organization's advantage (Chen, Lin, Tung, & Ko, 2008). Leaders can use ingratiation as a catalyst for change, and coincidentally change the misperceptions of ingratiation. From the resulting understanding, ingratiation can be defined as having a useful quality, a needed element of social change in the hostile environment which can be exacerbated, even created, by ingratiation.

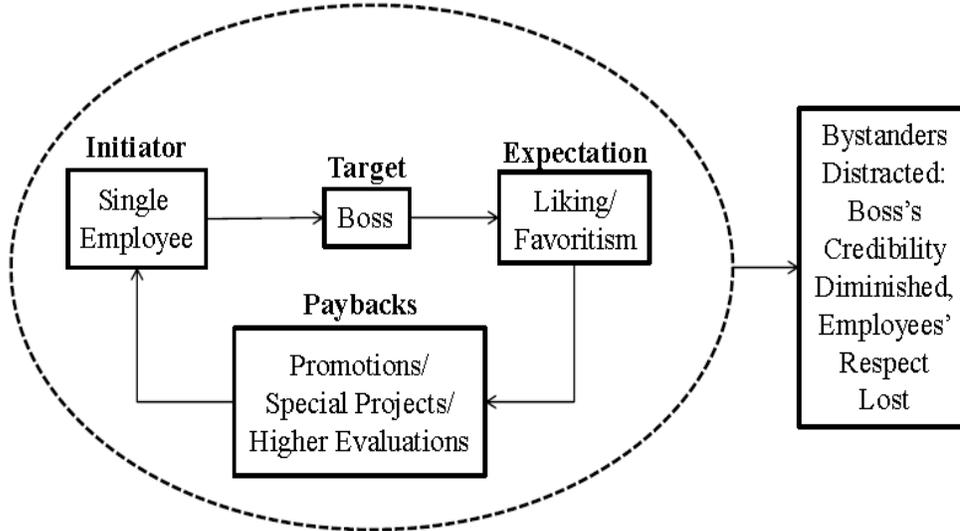


Figure 2. Ingratiation's affect on stakeholders.

Figure 2 illustrates how the continuous loop of ingratiation is perceived by bystanders, once detected. The concept map in Figure 3 suggests a contrasting, OCB-based alternative (Chen, Lin, Tung, & Ko, 2008; Landa, 2015) for managers to consider, rather than submitting to ingratiation's subtle influences. In this illustration, the manager acts proactively by sharing the corporate vision with all employees. By offering the corporate vision freely to all subordinates, managers can help build community in the workplace and create a positive example for subordinates.

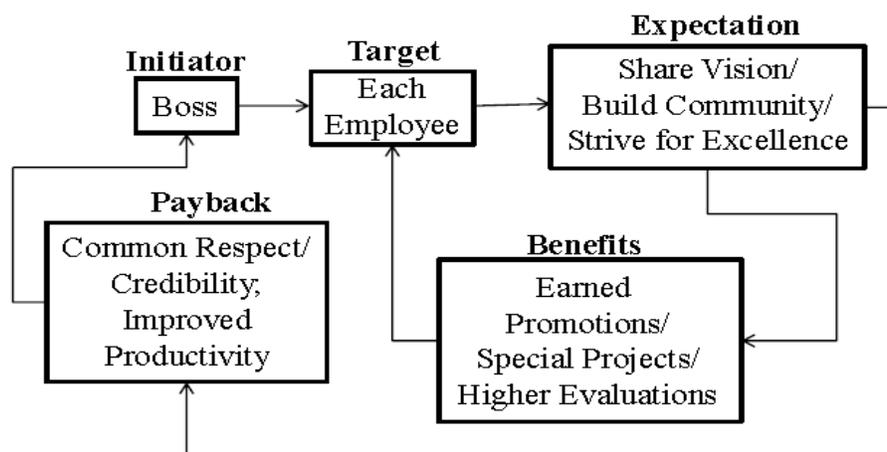


Figure 3. Concept Map: OCB-based alternative to self-serving ingratiation.

Figure 3 goes a step beyond ingratiation's effect on stakeholders. This visual submission of an established concept offers a glimpse of how managers can strive towards being aware of employees' subtle, interpersonal activities (Chen, Lin, Tung, & Ko, 2008; Landa, 2015). Figure 3 further show how managers can recognize the encroachment of such influences as self-serving ingratiation. Instead of losing respect for their supervisor and being distracted from their professional activities, stakeholders can now join in a community of continual improvement.

Section 4: Management Sciences:

Ingratiation, Political Skill and Workplace Bullying

Political Skill

Ingratiation in civilian organizations is sometimes seen as an offshoot of an employee's political skill. The study of political skill is well documented, and has its own measurement tool, the *Political Skill Inventory*, or the PSI (Gentry, Gilmore, Shuffler, & Leslie, 2012). The PSI assesses four qualities, or dimensions, important to political skill, variations of which can either help or hinder employees in their career pursuits.

The first quality of political skill, *social astuteness*, describes the ability for an individual to be a keen, sensitive observer of others, and have a high degree of self-awareness. Socially astute individuals are adept in dealing with others. The second quality, *interpersonal influence*, describes a person who is able to influence others through convincing, though subtle, means (Gentry, Gilmore, Shuffler, & Leslie, 2012). In contrast to ingratiation, interpersonal influence in this context is expected to be positive influence.

The third PSI quality is *networking ability*. People adept at networking ability tend to build relationships and alliances easily (Ferris, Davidson and Perrewe 2005). Networking adepts can reciprocate both favors and respect, as their negotiating skill is refined and careful (Westphal & Zajac, 2013). People with networking ability possess high levels of *social capital* (Gentry, Gilmore, Shuffler, & Leslie, 2012), which equates to having a reputation for being influential. Consequently, influential people are good at gaining acquaintances and assembling coalitions.

The first three qualities described above generally tend to be seen as positive attributes. The fourth quality is the one most easily linked with ingratiation: *apparent sincerity* (Gentry, Gilmore, Shuffler, & Leslie, 2012). Whether or not the employee represents the truth, successfully projecting a sense of sincerity can show the ability to project a sense of apparent sincerity (Gentry, Gilmore, Shuffler, & Leslie, 2012). Apparent sincerity, important to developing political skill, is a double-edged sword that depends not on the employee's intent, but on the *perception* of sincerity.

If an employee makes a sincere effort to work through lunchtime, it might be labeled an act of corporate citizenship. If the effort is *perceived* to be insincere (Gentry, Gilmore, Shuffler, & Leslie, 2012; Chen, Lin, Tung, & Ko, 2008), as when an employee expects to gain points for

working over, the supervisor might see it as a political move (Bolino, Klotz, Turnley, & Harvey, 2012; Gentry, Gilmore, Shuffler, & Leslie, 2012). Whether true sincerity is offered is immaterial; the *perception* of an ulterior motive can drastically diminish the value of apparent insincerity (Gentry, Gilmore, Shuffler, & Leslie, 2012). Conversely, a person treating their supervisor with politeness and respect can almost as easily be perceived by his peers as an ingratiator.

Ingratiation in the context of this study is used by an employee to take advantage by subtly managing the impressions of their supervisor (Klusman & Hautaluoma, 1976). In a job interview, self-promotion has proven to be more effective, being contextually in line with the activity (Erdogan, 2011; Gentry, Gilmore, Shuffler, & Leslie, 2012). In contrast, the goal of self-promotion is the projection of competence, of openly advertising one's accomplishments and self-worth.

Ingratiation, or sucking up, on the other hand, has no place in a job interview. An ingratiator in a job interview attempts to compliment the interviewer, instead of promoting his or her own strengths (Erdogan, 2011; Gentry, Gilmore, Shuffler, & Leslie, 2012). Children trying to get people to like them tend to choose ingratiation over self-promotion as the quicker means to impress (Kloo & Kain, 2015). The impression can be made even stronger when the ingratiating child does so in the audience of another child.

In the workplace environment, however, self-promotion has less influence, being out of context with ongoing activities. Ingratiation, however, is more contextually sound in the workplace, as it can be a more apt reflection of political skill in action (Gentry, Gilmore, Shuffler, & Leslie, 2012). Taken within context, both of these qualities can be beneficial to the

employee, if used at the right time. In this context, managers can take advantage of both qualities, rather than to see employees as useless, unethical, and having no value to organizational goals.

Workplace Bullying

Ingratiation can be related to workplace bullying. Workplace bullying, in contrast to pro-social, ethical behavior (Jimenez & Chien, 2015), is defined as offending and socially excluding someone, or negatively affecting their work tasks (Samnani, 2013). Workplace bullying is not typically perceived as being related to ingratiation, but abusive supervisors can sometimes pressure subordinates to ingratiate themselves (Jimenez & Lai, 2015). Conversely, ingratiators can be perceived as psychologically pressuring their superiors to granting special favors (Vonk, 98). Thus, ingratiation can reveal bullying in both directions.

Another definition for workplace bullying describes negative or aggressive behavior occurring regularly and repeatedly to an employee or group over time (Tuckey & Neall, 2014). In the present-day's technologically-driven work environment, this behavior can include overt and intentional, aggressive acts toward other people online (Low & Espelage, 2012), or *cyber-bullying*. Influencing people over social media is a growing problem in organizations, where social media is becoming a more widely approved means of communication.

In military organizations, leaders are known to feign experience and tradition in strongly suggesting ingratiating behavior from their subordinates. An example of this can be seen when a supervisor asks a subordinate to spy on other employees (Hasan & Subhani, 2012). Employee spying can be used as a kind of shortcut, a way avoid the effort of having to build loyalty through honest and ethical leadership principles. Proven principles go beyond a simple learning of

technique, and it becomes necessary to apply wisdom to influence and inspire people to become loyal subordinates (Applebaum, Semerjian & Mohan, 2012). Developing honest, ethical loyalty involves constant care.

Taking shortcuts to honest, ethical management can be highly problematic. Subtle but often unmistakable, such behaviors as spying, rumor spreading, eye rolling and marginalizing can create a toxic work environment (Karpinski, Dzurec, Fitzgerald, Bromley, & Meyers, 2013). Social learning theory holds that people mimic each others' behaviors, both consciously and unconsciously (Bandura, 1977). Abusive supervision can have a cascading affect, flowing down through organizational levels, and undermining creativity of subordinate team members (Dong, Hui & Loi, 2012). Stifling creativity can take away employees' desire to exceed average production expectations, and can ultimately have adverse affects on overall organizational performance (Dong, Hui & Loi, 2012). Accordingly, the perception of bullying can severely undermine an organization's objectives.

Bullying and ingratiation. The question remains whether employees bullied into ingratiation activities will develop a classic case of ingratiation. Unselfish, moral-minded employees, whether in business or in the military, tend to be better employees when mentored by supportive managers (Trepanier, Fernet & Austin, 2015). Managers who show signs of being loyal to the corporate vision, to the mission, and to ethical standards can expect reciprocation from their subordinates (Cooper-Thomas, Gardner, O'Driscoll, Catley, Bentley, & Trenberth, 2013). Similar to workplace bullying, self-serving ingratiation can incite such behaviors as social exclusion, gossiping, and rumors (Glaso, Lokke, Holmdal, & Einarsen, 2012; Ham, Nelson &

Das, 2015). Ingratiators as primarily described in this work tend towards a more subtle influence which brings favor over other employees.

Is bullying evident in ingratiation leader-member exchanges? It can be a factor, but ingratiation, despite apparent intentions to join in with their superiors, tend rather to work alone, without anyone suggesting the need to engage in something that is not their own idea (Vonk, 1998). According to Dumay and Marini (2012), bullying mostly occurs between peers; people in power positions rarely use bullying over weaker employees (Dumay & Marini, 2012). The influence ingratiation generally bring to bear on supervisors, apathetic as it is, is a subtle, self-serving exercise in using the supervisor's positional authority to effectively force or pressure the supervisor into favoring the ingratiation.

Bullying can occur in dyadic relationships. It can also occur within groups (Swearer & Hymel, 2015). It can be seen to take effect exclusively, or it can co-exist with ingratiation. When bullying is a contributing factor, employees can feel pressured to ingratiate. When bystanders are affected this way by workplace bullying, it resembles a kind of discrimination (Samnani, 2013). When ingratiation deception is obvious, however, bystanders can feel anxiety, depression and low self-esteem, which are also by-products of bullying (Carlson, Carlson & Ferguson, 2011; Swearer & Hymel, 2015). Ingratiators sometimes flaunt their successes however, but are not known for directly bullying their coworkers.

Often, when supervisors show favoritism toward ingratiation, other employees can feel bullied for being left out of special programs. They can also feel bullied by seeing other employees getting higher ratings and recognition for superior performance (Tuckey & Neall, 2014). This subtle relationship to a form of bullying could also be a case of abusive supervision

(Tuckey and Neall, 2014), which brings its own occurrences of abusive reciprocation (Albritton & Carr, 2013; Gregory, Osmonbekov, Gregory, Westphal, & Zajac, 2013). Invariably, the bullying target is left in an oppressed state, and is continually exposed to varying degrees of aggression (Gregory, Osmonbekov, Gregory, Albritton, & Carr, 2013; Tuckey & Neall, 2014). Bullying is not always the case in ingratiation exchanges, but examining the concept allows for a closer scrutiny of ingratiation's widespread reach within an organization.

Although this was not a work based on the topic of workplace bullying, the narrative was intended to explain some striking similarities between ingratiation and bullying. Related themes were expected to arise in the course of data analysis, but never arose as such. To conclude this line of thinking, workplace bullying is being noticed by increasing numbers of researchers, and, in relation with the concept of ingratiation, could stimulate further study.

Section 5: Stakeholder Perceptions:

Perceptions of Ingratiation: Ingratiator, Manager and Bystander

Vignette: Perceptions of Ingratiatory Exchanges

Daniel, Jimmie and Arthur arrived in the break room for a morning break. Pouring a cup of coffee, Daniel said, "Hey guys, I think the new guy's going to be a fine flatterer. He's had a great start already."

Arthur, ready to bite into his doughnut, said, "Yes, I've noticed. He can't seem to compliment Mr. Jones enough. And Jones just seems to just eat it up."

"And here we are, wondering whether we should join in or say something to Mr. Jones," said Jimmie. "I'm no expert, but it seems to me that the new guy, what's his name? Charlie, that's right...he's laying it on pretty thick, and I don't think it's right."

"I think you're right," Arthur said. "I don't think I like the way Mr. Jones is acting, either. It seems like he's changed somehow, since Charlie arrived."

"Well, none of *us* are in that boat," Daniel said, indicating the three of them. We've always worked together really well, and we've gotten along fine. We've got each other to talk to. I wonder if Mr. Jones has somebody, another manager maybe? For that matter, does Charlie have someone to talk to? Surely we're not the only ones who can see this."

"Are you going to talk to them?" Jimmie replied. "I don't think you fit in with either one of them. And is it really any of our business? How would you go about it? 'Hey, Mr. Jones, what do you think of how the new guy sucks up to you?' I don't see any way to break it to either of them."

"You're right," said Daniel. "No need to stir things up. Maybe it'll all come out in the wash."

Synopsis. This vignette illustrated how people perceive an ingratiation at work in their organization. For the most part, people have the best of intentions for the people in their organization, and want to help others. In the case of ingratiation, however, the manager and his or her ingratiation are most often unaware of any wrongdoing. The people in the bystander group, who are not deeply involved in the leader-member ingratiation exchange, are affected by its peripheral effects, such as distraction, disappointment, and a being at a loss for knowing what to do. Their perceptions are often clear, whereas those of the other parties tend to be convoluted and vague.

General Perceptions

The literature as reviewed thus far revealed many facets of the concept of ingratiation. Researchers have been attracted to it for its biological origins, its anthropological roots, its psychological and sociological aspects, and for its easy fit into office politics. At the heart of this study, however, are the *perceptions* of managers about their experiences with ingratiation. Before conducting research under these auspices, it was important to focus momentarily on the perceptions of each person in the ingratiation-affected environment.

Knowing how the manager feels is paramount to this work, but it also serves to know how the ingratiator and other involved parties, the bystanders, feel. In this section, my intent was to discuss briefly how members of a group reacts to ingratiation behavior, and to reflect on the environment permeated by ingratiation. I focused on the ingratiator's perceptions, on the manager's perceptions, and on the perceptions of those considered bystanders in the group.

Individuals can be unaware of their own ingratiation efforts. Because ingratiation can be seen as *slimy* by others in the workplace (Vonk, 1998), it is not a strategy which an ethical, fair-minded employee might consciously engage in. Conscious or not, ingratiators seize opportunities to take advantage of a manager's position, working it toward their own personal advantage (Wu, Li & Johnson, 2011). If an ingratiator can get past the *ingratiator's dilemma* (the risk of being perceived as self-serving instead of improving their attractiveness to the supervisor), ingratiation efforts can continue (Wu, Kwan, Wei, & Liu, 2013) without risking the ingratiator's reputation (Wu, Kwan, Wei, & Liu, 2013). Obvious ingratiation can have a potent affect on the perceptions of fellow employees, despite whether the ingratiator realizes any sense of impropriety.

The lack of self-awareness of ingratiation efforts could be a benefit to a successful ingratiation. Jones, Gergen and Jones (1963) suggested that people find it hard not to like people who seem to like them (Jones, Gergen & Jones, 1963). Further, although ingratiation seemed to work from a strategic standpoint, ingratiation can be automatic, even unconscious (1963). This view of the ingratiation holds that the perception of him- or herself is likely to be the same as anyone else in the organization. Ingratiation do not perceive their actions to be wrongly placed, or dishonest; but believe their actions are just as professionally honest as those of their fellow employees (Jones, Gergen & Jones, 1963; Martin & Wilson, 2012). Due to a lack of conscious wrongful intent by the ingratiation, apparent sincerity is available, and consequently can be more convincing than any attempt to project intentional deception.

Ingratiation can be confused with corporate citizenship, although the concepts contrast one another. If an employee makes a sincere offer to work through lunchtime, it might be perceived as an act of corporate citizenship (Gentry, Gilmore, Shuffler, & Leslie, 2012; Chen, Lin, Tung, & Ko, 2008). On the other hand, if the offer is *perceived* as insincere, as if the employee intended the action in order to gain in favor or position, the manager might see it as unskilled political intent (Bolino, Klotz, Turnley, & Harvey, 2013; Gentry, Gilmore, Shuffler, & Leslie, 2012). Whether true sincerity is offered is immaterial: it is the *perception* of an ulterior motive that can diametrically diminish the value of apparent insincerity (Gentry, Gilmore, Shuffler, & Leslie, 2012). Sincerity is most often a welcome effort in an organization; manipulation is obviously discouraged.

Successful ingratiation seem to have a knack for getting the manager to take their side in seemingly unimportant matters, gaining their trust, even their loyalty. Managers rarely suspect

manipulation from an ingratiation, which makes it easy to go along with the ingratiation's efforts (Bolino, Klotz, Turnley, & Harvey, 2013). Once the manager trusts the ingratiation, the relationship takes on a new characteristic (Vonk, 1998). When a manager feels flattered by ingratiation, or gratified by someone laughing at all their jokes, or when feeling good about the ingratiation's compliments, the ingratiation strategy has become successfully manipulative (Deluga & Perry, 1994; Vonk, 1998). Manipulation, a form of deceptive influence, can be a deterrent to trust if found out.

Whether detected or not, ingratiation manipulation can occur in leader-member exchanges. Once the manipulation takes hold, the ingratiation can work the relationship into a reciprocal exchange (Deluga & Perry, 1994; Park, Wesphal & Stern, 2011). At this point, an unsuspecting manager perceives no untoward advances, and feels no good reason to suspect ingratiation. Unsuspecting and open, the leader is unprepared and vulnerable to the ingratiation's efforts to seize the advantage (Mawritz, et al, 2012). Not suspecting foul play, leaders can sometimes give in to the ingratiation's efforts.

Managers rarely have see the need to think about ingratiation influences, let alone to presume how ingratiation affect their fellow employees. Researchers studying OCB have found that supervisors often misinterpret employees' intentions to ingratiate themselves (Bolino, Klotz, Turnley, & Harvey, 2013). Notwithstanding the possibility of exploitative leadership (Schyns & Schilling, 2013), an over-cautious misinterpretation can also damage the employee's confidence, and lower their performance (Bolino, Klotz, Turnley, & Harvey, 2013). In cases where the interpretation of ingratiation is correct, managers can choose a restrictive leadership style (Schyns & Schilling, 2013) to reduce the amount or the impact of any rewards available to that

employee. The conscious choice to control ingratiation behavior can help reinvigorate employee relationships.

Bystanders to ingratiation are exposed to seeing the ingratiation approach a person who is effectively *everybody's* supervisor, in a way that appears to be a sycophantic scheme. These bystanders, usually the peers and coworkers of the ingratiation, find it distasteful and disconcerting to see one of their members act in such a way (Vonk, 1998). These chaotic perceptions (Smith, Huang, Harg, & Torres, 2011) cause the ingratiation's peers to talk among themselves about how the manager fails to see what should be obvious: a sycophant at work (Vonk, 1998; Smith, Huang, Harg, & Torres, 2011). Onlookers see the manager as gullible, open to manipulation by a subordinate, and less effective; the supervisor's credibility with this subgroup diminished considerably, along with the subordinates' level of respect (Vonk, 1998). Losing respect for the supervisor, onlookers, or bystanders, can easily follow through, which can adversely affect the relationship between the manager and his or her employees.

Managers have ultimate responsibility for the operation of their assigned departments. Ultimately, the manager is responsible for the interpersonal observation *and* the self-referral necessary to stay aware of interpersonal relationships in the workplace (Drucker, 2008). This *relationship responsibility* (2008) becomes a necessary element of organizational management, essential to competitive advantage, and imperative to positive social change. Organizations, commonly comprised of a diverse array of personalities, thrive on trusting relationships.

Responsible relationships involve the way people conduct their own actions: how people act in dealing with others, and how they feel about those actions. Bolino, Klotz, Turnley and Harvey (2012) suggested the concept of *self-monitoring* as a contributing factor in the

ingratiator's success or failure. Those ingratiators who monitor their own tactics tend to enjoy more success than low self-monitors. Attentiveness to one's own ingratiation lends support to the outcome (Bolino, Klotz, Turnley, & Harvey, 2013; Thomas, 2013). This in turn serves one's own self-interests and increases one's impression management skills (Bolino, Klotz, Turnley, & Harvey, 2013). Consequently, the conscious monitoring of one's own actions tends to provide a tailoring of one's image.

Sometimes in organizational environments, employees feel a sense of the shared vision introduced by their superiors, and sometimes can be influenced directly by the manager's charisma. This kind of dedication to service is sincere, and is easily perceived as such (Kern, 1995). This perception of purpose can cause people to seek the company of the manager, and to serve him or her with a feeling of integrity, service, and even honor.

Perceptions in a Military Context

It is generally understood that management in a military environment is guided by a proven set of ethics and documented standards of professionalism. Ingratiation is understandably not normally grouped within this category. Military commanders generally work from a common, traditional command philosophy, handed down historically from founding principles of successful military leadership.

Leadership holds paramount importance in military operations. The intent is not necessarily to enforce, but to influence soldiers and other military members to carry out orders which not common in a non-military person's daily life. Orders, and a practiced response to orders, becomes necessary when soldiers must follow orders such as an order given to attack an opposing army for the sake of a nation's defense.

Leaders of larger forces often provide subordinate ranks with a compressed version of their department's central values to help members recall their leader's overarching expectations. In the United States Air Force, these are known as the *Air Force Core Values*: Integrity first; service before self; and excellence in all we do (DeWees, Hitt, Lindsay, Martin, Matthews, Moates, Noakes, & Nolan, 2014; Kern, 1997). With a common set of values, a fighting force can feel unity and esprit de corps, and accept a common bond with allies who share the same goals and societal values.

Command philosophy, based on principles like the core values, must be approached with reverence and respect, and practiced to the point of discipline. Commanders are expected to lead by example, and are perpetually under the scrutiny of their subordinates. Communication from subordinates is essential to a commander's success; subordinates who are not permitted to speak freely about barriers to accomplishing orders cannot effectively follow those orders (McKnight, 2006; Kern, 1997). Commanders must uphold a common set of standards with all their subordinates, and act personally from those standards.

Leaders and subordinates must express their expectations for each other. This is more obvious for leaders, but is just as necessary for subordinates. A leader who does not understand his or her subordinate's expectations falls short of the effective relationships needed for successful operations (McKnight, 2006; Kern, 1997). If a subordinate misunderstands the leader's expectations, the chain of command disconnects, victories are lost, lives can be forfeited, and the fighting force becomes ineffective.

A good comprehension of leadership principles is essential to managing people in the organizational setting. While examining personality correlates of OCB, Bourdage, Lee, Lee and

Shin (2012) expressed the difference between being a *good soldier* (having genuine concern for their organization) and a *good actor* (having impression management motives) (Bourdage, et al., 2012). Some employees appear to be motivated by humility and a concern for the organizational community, while others are motivated by short-term rewards and avoiding a bad reputation (2012). Short-term rewards and reputation building are among an ingratiation's primary goals (Bourdage, et al., 2012; Landa, 2015). Organizational Citizenship implies a balance between the leader and the subordinate.

Leaders need to stand up for their subordinates, but must not fraternize too closely, as fraternization is considered a punishable offense (MCM, 2012). Leaders instead should expect subordinates to emulate their good example, which subordinates can seize upon as opportunities to excel (Kern, 1997). Leaders cannot, however, allow subordinates free reign to become out-of-control sycophants (Deluga & Perry, 1994). Ingratiation and sycophancy can be considered synonymous concepts which describe people who use psychological influence as an outlet for self-serving relationships with their supervisor.

As stated above, managers embody a nexus of responsibility for an organization's departmentalized goals. Managers are responsible for the interpersonal observation *and* the self-referral to stay aware of interpersonal relationships in the workplace (Drucker, 2008). Military organizations are populated not only by active duty military members, but also Active Guard and Reserve technicians, General Services (GS) employees, and contract workers. Such a diverse, large-scale organization which consists of a wide variety of personalities, requires perceptive and versatile leaders. Drucker's (2008) *relationship responsibility* is essential to competitive advantage and imperative to positive social change; in the case of military objectives, managers

and leaders are encouraged to engage every subordinate to the limits, and sometimes beyond the limits, of their individual and collective capability.

Leaders should take care not to dictate relationship matters to their subordinates. However, military leaders do well not to build too great a distance between themselves and the interactions of their subordinates (McKnight, 2006; Kern, 1995). Organizational leaders who encourage community among their members build a solid foundation for operating at peak potential (Drucker, 2008). Instead of allowing ingratiation to take hold, leaders can ensure fair and ethical principles are in place, not only to maintain control of the work environment, but also to ensure that proven principles of interpersonal leadership are understood, standardized, upheld and followed.

Gap in the Literature

The overarching purpose of this study was to address the gap indicated in the problem statement, to explore the ideas and opinions of managers, specifically in relation to their perceptions of how other managers promote and encourage ingratiation in their subordinates. Ingratiation is a common, albeit misunderstood, activity in any organization. The indicated gap follows the idea that, although ample literature can be found on ingratiation and related information, little information can be found on leaders' *perceptions* of it (Chen, Lin, Tung, & Ko, 2008). What *is* known is that managers encourage ingratiation, sometimes for their own personal gain (Deluga & Perry, 1994; Eastman, 1994; Park, Wesphal & Stern, 2011; Rosen, Ferris, Brown, Chen, & Yan, 2014). Although less common, managers are also known to encourage ingratiation for the good of the organization.

How leaders perceive other leaders who encourage ingratiation set the scene for the premise of this study. The gap in the literature significant to this study indicated how little information can be found on leaders' *perceptions* of the concept. The available literature substantiated the general problem in this case, which was to understand that not only do employees engage in upward ingratiation, but that *managers* promote ingratiation down to employees (Shao, Rupp, Skarlicki, & Jones, 2013). The gap proved closer to the specific problem indicated in this study, which was to discover how little is known about whether managers understand how or why any manager encourages ingratiation.

I addressed the specific problem by exploring managers' perceptions of their choices in ingratiation exchanges. In this study, I suggested that the results can make it easier for scholars and managers to recognize, discuss and mitigate, or if appropriate, to accept the "elephant in the room" (Peteraf, DeStephano & Verona, 2013) that is leader-encouraged ingratiation. Exploring the indicated perceptions helped build a new understanding about a known phenomenon (ingratiation), where the phenomenon is not often challenged.

Summary and Conclusions

In retrospect, it is evident that the concept of ingratiation has a long, sordid history, and has caught the eye of many numerous over time. Early scholars particularly studied the concept of flattery; today, it is known that flattery is but a single aspect of the concept of ingratiation. Ingratiation is well-known at every level of an organization, and in every type of organizations. Whether the organization is for profit or not, is a government, military or industrial organization, ingratiation is familiar concept in any organizational environment.

The problem statement which brought focus to this study suggested that managers normally discourage ingratiation; but sometimes, for whatever the reason, choose to encourage and support ingratiation. Consequently, the purpose of this study was to explore managers' perceptions of other managers who encouraging ingratiation in their subordinates. This set the stage for Chapter 3, wherein the research topic paved the way to conduct research worthy of producing substantial results. True to Walden's intent, this study continued in light of conducting the indicated research, not only as an addition to the global knowledge base, but also to provide a supportive contribution to positive social change.

Chapter 3: Research Method

Description of Case Study Method of Inquiry

The purpose of this case this study was to explore managers' perceptions of other managers who encourage ingratiation. Despite cultural and social influences, leaders and managers sometimes encourage subordinates to engage in practices of ingratiation generally perceived as distasteful and self-serving. The perceptions of the leaders involved in these activities can reveal more than just unethical practices; leaders' perceptions offer insight into how people in leadership roles can deal with attitudes and characteristics often believed to be detrimental to organizational effectiveness.

The primary research question for this study was: How do managers perceive the encouragement of ingratiation among their subordinates? The results of this case study may help managers and leaders to realize the possibility that ingratiators can be led to align with organizational goals, and can help managers and leaders to accept the possibility that ingratiation can be managed successfully. I invited colonels and lieutenant colonels who had retired from the U. S. ANG to participate in this study.

Research Design and Rationale

As stated in Chapter 1, I conducted a qualitative case study, wherein the specific case was defined as the way commanders who had retired from a specific ANG base responded to exchanges of ingratiation. Yin (2014) suggested that to conduct a case study, the researcher should study either a small group or an actual incident from real events, within the intended context (Yin, 2014). In a case study, a researcher explores a bounded system, describes the case, and captures emerging themes from which to form inferences about the case.

For this study, I invited 30 retired leaders to attend interviews, specifically retired officers at the level of O-6 (colonel). The case derived from this environment illuminated the experiences from professional military leaders who have progressed through the ranks and have completed a career as a leader of a diverse array of people whose personalities run the gamut of psychological characteristics, from the base to the exemplary. Although I initially expected to interview 30 subjects, I detected saturation after 12 interviews. Having already scheduled two additional interviews, I conducted them, and arrived at a total of 14 interviews.

I used vignettes to obtain a depth of narrative for this study beyond the subjects' own experiences and into the region of their opinions and perceptions. I wrote the vignettes to set a specific scene from which the subjects would reveal their thoughts and feelings, and I wrote a set of questions aimed at collecting meaningful insights from the context of the vignettes. Vignettes are short stories used to illustrate a point. Using them to set the basis for the interview questions allowed for a more relaxing, pleasant, and interesting interview than direct questioning could (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012).

Vignettes are designed to help the subject imagine being involved in the story's premise. These stories can help take away the possibility that some of the questions might confront sensitive areas that might evoke embarrassment, withdrawal, or even anger. Used as stories or parables, vignettes can establish conceptual foundations from which the subject can draw inferences, and can help subjects understand the concept in greater contextual depth regarding the intent of the study (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012). Vignettes were not meant to make the study more simple, but were intended to portray a sense of the 'big picture' from which the research subjects could access a wider base of understanding.

Case Studies

A case is simply an incident or series of incidents which occurs within a defined context. (Miles, Huberman & Saldana 2014). Because case studies can be built from one or more cases, they tend to work well in the social sciences investigating psychology, law, medicine, and political science (Yin, 2014). The root research questions for this study addressed issues of psychology (personality, behavior), management (ingratiation adversely affects decisions), political science (influence over people), and ethics (influence for personal gain). Researchers begin studies by determining whether a case study is the right approach. Having identified the case, I focused on the intrinsic and instrumental issues of the research topic.

Data collection drew primarily on interviews, but also led to my considering other sources, such as observation and documentation. Yin (2014) suggested collecting data from the people being observed, not from laboratory results, although documents, records, observations, and physical artifacts can be used to explore a case in further depth (Yin, 2014). In this study, I began with interviews, and I examined other evidence as it emerged.

Research can be challenging under any circumstance. Yin (2014) pointed out that case study research in particular can be challenging due to the fact that the researcher has to identify the case, which could be narrow or broad in scope, depending on varying characteristics (Yin, 2014). Having identified the specific case for this study, I then selected a sampling strategy. As stated above, I primarily sought out retired ANG leaders for this research, specifically colonels. The case was duly established, was further screened for applicability, and was reviewed for the right qualities for valid investigation.

Research Questions: Applicability and Utility

For this study, I conducted a qualitative case study. In case study research, the environment is common to the subjects and is bounded in a common theme. In this study, the common theme was the perceptions regarding ingratiation of like-ranked officers who had retired from the ANG. My primary research question was: How do managers perceive how other managers encourage ingratiation among their subordinates? This question corresponded to the problem statement, which was, “Little is known about whether managers understand how or why any manager would encourage ingratiation.”

Subquestion 1 was: How do managers perceive how other managers promote ingratiation as an acceptable activity? This question clarified the primary research question. The disparity between the negative perception of ingratiation and its use as a catalyst for mission accomplishment was examined for its effect on managers’ perceptions (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012) was examined for its effect on commanders' perceptions.

Subquestion 2 was: How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate? This question expanded managers' perceptions beyond their own, to their potential for awareness of the perceptions of the subordinates in question. The ingratiator's coworkers’ perceptions are considered in this question as bystanders to the negative effects of the activity.

Subquestion 3: How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness? This question took away the

assumption of whether a manager promotes ingratiation as it occurs. The question inquired of the level of familiarity of the manager with the concept, and allowed for an unassumed response.

Subquestion 4: How do managers feel about sharing their successes, if any, with positive promotion of ingratiation? This question did not presume that the manager or research subject was familiar with the concept, but it allowed for the possibility. I prepared for the possibility that, if the manager or research subject were familiar with the concept, they were afforded the chance to elaborate on their opinion, and were free to expand on their perceptions accordingly. If the subject had been unfamiliar with the concepts, his or her responses would have reflected it.

Central Concepts

I drew the central concepts for this body of research from the research questions. As indicated since Chapter 1, it was established that employees engage in ingratiation towards managers, to make themselves more attractive for receiving favoritism (Deluga & Perry, 1994). I conducted this study as a qualitative case study. Yin suggested choosing from either a small group to study, or a case within a real life, contemporary context or setting (Yin, 2014). Ingratiation as a concept was important to this work, as was the perception of ingratiation. Ingratiation encapsulated the activity, employees and managers are elemental to the environment, and retired colonels served as research subjects.

Other Choices less Effective

Other approaches found to be less effective for the scope and parameters of this body of work were also considered for this study. An ethnographic study, for example, is associated with anthropology, and is used to examine the characteristics in a cultural group. A phenomenological

approach questions the nature of a phenomenon. Narrative researchers extend the principles of hermeneutics, and include the study of transcripts, histories, and other factual works. Researchers use a grounded theory approach to generate a theory from hypotheses, using experimentation and speculative inquiry.

A case study explores a case, or bounded system, to reveal a description from which the researcher takes emerging themes from which to form inferences about the case (Yin, 2014). Case studies work well in the social sciences to examine psychology, law, medicine, and political science (Yin, 2014). Research questions created for this study addressed issues of psychology (personality, behavior), management (ingratiation adversely affects decisions), political science (influence over people), and ethics (influence for personal gain).

Having already identified the case, I focused on the intrinsic and instrumental issues of the research topic (Yin, 2014). Data collection for this case study was accomplished primarily through interviews. I initially considered other sources as additional data, such as documents, records, observations, and physical artifacts. As Yin (2014) suggested, however, I collected data from the people that I observed, not from the laboratory (Yin, 2014). I began with interviews, and examined other evidence as it arose.

Role of the Researcher

To ensure quality and ethical bearing in any kind of research, a researcher must examine his or her role in the activity. Yin (2014) said that the researcher is a key instrument of qualitative research (Yin, 2014). Not only does the researcher collect the information first-hand using such instruments as interviews, they sometimes create their own instruments to fit the data collection tool to the intended study. This places the responsibility for the credibility of the

research on the researcher's competence and skill, and in the integrity of the research.

Another role that is required of the researcher in qualitative studies is that of an active learner. As the researcher conducts interviews and documents observations, patterns emerge, dynamically stimulating the learning process.

The qualitative research method requires that the researcher take on an observer-participant role (Patton, 2002). In qualitative research, the researcher must collect sociological evidence, primarily by means of conducting interviews in context with the subjects' characteristic environment. I conducted interviews mostly with people I knew professionally and personally, and I kept in mind the necessity for strict adherence to objectivity, fairness, and ethics.

I knew many of the target research subjects professionally and personally. For the benefit of the research, I remained acutely aware that I had been involved in some of their experiences, which could potentially affect the outcome of some of the interview questions. I was also aware that, while interviewing subjects recounting experiences potentially common to mine, I had to make every effort to observe objectively from a neutral perspective. I also found it important to help my research subject understand that qualitative research is a participatory method (Patton, 2002), which provided them with confidence to interact more freely during interviews.

Defining the ethical foundations of research for the subjects helped focus on honestly answering the questions as presented, and also helped free subjects from episodes of anxiety that might have occurred during their recollections. The subjects I approached for this study were people who had already completed careers as distinguished leaders. Having been entrusted with command of a military unit, these leaders deserved honesty and integrity in exchange for their

time and for sharing their histories, and expected no less of me, for their having known and worked with me during that time.

Managing Bias

Researchers can realize instances of bias between themselves and their subjects while gathering data. One way to manage bias is to choose a systematic data collection procedure that is rigorous and consistent. Another proven method is to cross-check and cross-validate sources while actively collecting data in the field (Patton, 2002). As a senior non-commissioned officer (NCO), I often interacted with the people who were my chosen subjects for this research. This led me to accept that some bias could be expected in gathering data for this research. Having been associated with the subjects during their careers, I was duty-bound to interview each subject with equanimity, while relying on ethics and good judgment throughout the interview.

The work environment of the proposed subjects was in keeping with professional ethics and value-driven mission accomplishment. Despite the tone of the study, I have no knowledge of having applied ingratiation tactics on any of the subjects, and maintained, to the best of my own recollection, professional standards of conduct whenever encountering these individuals. Their personal experiences were not mine to recollect, but to record and analyze with professional courtesy and scientific accuracy. Once I presented these possibilities of bias and managed them accordingly, I was able to continue the study without the risk of related, unforeseen information interfering with results.

Methodology

The most appropriate methodology that could be used for this study was that of a qualitative case study, as it involved the narrative inquiry of ideas, opinions, and perceptions of individuals or groups. In describing case study research, which lies in the realm of qualitative inquiry, Yin (2014) suggested that to conduct a case study, the researcher should study either a small group or an actual incident from real events, within the intended context (Yin, 2014). A case study explores a bounded system, or a case, to reveal contextual data from which the researcher captures emerging themes.

Emerging themes occur in the mind of a researcher as he or she studies repetitive elements in the collected data. As themes emerge, the researcher can formulate *inferences* about the case (Yin, 2014), which aid in the analysis which ultimately answers the original research questions. This line of thinking helped me to be satisfied that I could develop an effective research plan from interviewing my chosen subjects, and subsequently answer the listed research questions. Consequently, respondents were not asked the research questions directly, but were presented with vignettes, or contextual scenarios, and were then presented with interview questions which related directly to the concepts built from the vignettes (Lapatin, et al., 2012). Vignettes helped the respondents see the concepts unfold as short stories or parables, which aided their comprehension contextually, and helped them provide more comprehensive answers.

Case study research lies in the realm of qualitative inquiry (Yin, 2014). Yin also suggested that case studies work well in the social sciences (2014). Correspondingly, the research questions address issues related to various sociologically-based sciences, such as psychology (personality, behavior), management (ingratiation adversely affects decisions),

political science (influence over people, flattery), and ethics (influence for personal gain). In focusing on the opinions and perceptions of the chosen subjects, this study falls well within the scope of the social sciences (Yin, 2014).

Aside from being related to the social sciences, case studies can present certain challenges. Yin (2014) suggested that one challenge to conducting case study research is that the researcher has to *identify* the case, which could be narrow or broad in scope, depending on the case (Yin, 2014). Generically, case studies begin by determining whether a case study is the right approach. Having identified and validated the case, I focused on the intrinsic and instrumental issues of the topic.

Once this research study began, the data collection phase focused on collecting data primarily from interviews, and secondarily through inputs from other potential sources, such as documentation and observation. Following Yin's (2014) suggestion, data was collected from the people being observed, in lieu of acknowledging data collected under laboratory conditions. Consequently, using data derived from conversations with people illustrated a way of qualifying perceptions, which were analyzed, and subsequently synthesized, to reveal emerging themes. No data were derived from examining documents, records, and physical evidence, but some observations were incorporated into the overall analysis, and were analyzed under the context of being concrete artifacts (Yin, 2014). I began with interviews and examined other evidence as it became available.

Participant Selection Logic

The population used for this study was that of commissioned officers at the level of O-6 (colonel), retired from the ANG. To provide an adequate description of this environment, I had

to outline the current environment in an Air Wing of the United States Air Force. In the target environment, wing commanders are charged to command four colonels in the pursuance of their professional position, who fill the position of *Group Commander*: Mission Support Group Commander, Medical Group Commander, Maintenance Group Commander, and Operations Group Commander. Commanders in these functions lead various squadrons serving as separate elements of the wing's mission.

A Support Group provides an array of mission support functions to an air wing: security forces; communications; services (dining facility, personnel); and logistics support (supply, motor vehicle maintenance and support, petroleum products for vehicles and aircraft, etc.). A Medical Group provides medical records administration, flight surgeon and flight physicals, and trained personnel for forward (deployed) air base support. A Maintenance group keeps, maintains and upgrades a fleet of aircraft used to provide specified air support during contingencies. An Operations Group is charged to recruit, train, and develop air crews who carry out the missions tasked by higher headquarters.

These four groups are commanded by *colonels*, field grade officers who have experienced a wide array of training, operations, education, and command experience necessary to collaborate the complex missions expected of the U. S. Air Force, or in this case, the ANG (ANG). The ANG is charged with the difficult mission of serving not only the USAF Chief of Staff, but must also follow the orders of a commander in their constituent state, The Adjutant General (TAG), appointed by the state's governor.

ANG units provide mission assets (personnel, aircraft, services, etc.) primarily for forward-reaching, deployed missions. ANG units are expected to be no less ready to accomplish

these missions than regular Air Force components, and are as relevant to the overall mission of the U.S. Department of Defense as full-time, regular forces. This environment was used as a backdrop for data collection in the research. Colonels can be considered as having the greatest amount of experience of any grade officer common to an air wing. In light of the requisites for this study, these colonels were considered the best subject for research on ingratiation in the military work environment.

Recruitment of subjects. Having worked with a sufficient number of colonels who have since retired, I was able to build a comprehensive list of potential participants. From this list, I contacted participants personally through telephone calls, and recruited subjects by offering a fair and ethical explanation of the target research, and of their appreciated contribution thereof. A research packet was mailed to the participants, containing an introductory letter, which provided details of the research project, and an explanation of ethical treatment due to subjects at every step in the project.

Participants also found a written agreement in the packet. This agreement outlined the participant proposal, point out what to expect, and described how each subject was to be treated with dignity, equanimity, and full ethical consideration. The agreement was not be considered a contract, but as an offer to participate in the target research, and a chance to be a part of an important work.

A signature block was placed on the agreement, but only to indicate agreement to participate; no obligation was inferred upon the participants, who were free to decline participation at any time. Spaces were provided on the agreement for subjects to write their contact information. I initially planned to include a stamped return envelope in the package, for

convenient return of the contents to the researcher; however, I decided instead to devise a way to get subjects' consent through e-mail.

Exit process for participants. At the end of each interview, I asked the question, "That concludes the questions I wanted to ask. In your opinion, what should I have asked you that I didn't think to ask?" Once any additional questions were resolved, I reminded subjects that for those wishing to receive a copy of the recording or the transcript, I would contact them when transcripts become available. If the subject declined the offer, I concluded the interview with a short debriefing session, which included a statement of purpose of the research, a statement of the benefits of the research and reminders of my ethical responsibility to the subject. I then provided a statement of assurance that the subject's participation was kept in strictest confidence and privacy. Subsequently, no follow-up interviews were needed for this research.

Sample. In conducting this study, I found the issue of population to be a within-sight issue, which was best served by using purposeful sampling for selection of the right kind of participants. The issue of population was considered within-sight for the reason that, although 88 airbases exist within the entire ANG, an average of four colonels exist on each base; the number of available colonels can total three to four times that amount. I also allowed for lieutenant colonels to participate in the study, with the additional condition that they specifically had command experience.

The participants within reach of this study are officers who have retired at some point, primarily from one airbase location, with consideration to recruit from neighboring bases. Since the majority of officers selected for the rank of colonel have similar leadership experience, selecting members from a single base does not affect the sample. A common requisite for

officers earning the rank of O-6 is to obtain experience from being deployed to overseas contingencies, as full-time commanders of deployed forces. Officers at the O-5 level who also held this qualification were easily considered as subjects for this research.

Purposeful sampling was used in this case, to get subjects with the optimum amount of experience, whose career positions are most similar, and who had the widest range of subordinates. This study was designed for best range of perspectives on the central problem with best focus on an ordinary case (Miles, Huberman & Saldana, 2014; Suri, 2011). Finding the desired number of retired colonels and lieutenant colonels for this body of research, though difficult, was achieved.

As no hard and fast rules exist for sample size for a qualitative inquiry (Patton, 2002), the sample size depends on what the researcher is looking for, what was useful, what factors were at stake, and how a credible body of work would result from the selected sample size (2002). For this study, I specifically used a target sample size of 30 subjects. Data saturation was monitored early in the data collection phase, and saturation was reached upon completion of 12 interviews, though the total number of interviews was 14. Since two more interviews were already scheduled, I was satisfied to conduct the additional interviews, knowing that going past the point of saturation would not harm the data collection effort (O'Reilly & Parker, 2012).

Purposeful sampling is the primary means of attaining the optimum data for collection. In addition to purposeful sampling, *intensity* sampling was considered for this research, to align with information-rich case subjects that might prove to display characteristics of the phenomenon of interest (Suri, 2011). Intensity sampling was considered for use only in the absence of extreme, deviant or highly unusual cases which might emerge in the process, which

can distort the data collected from the target environment. No extreme, deviant or highly unusual cases arose from the data collection phase of this research.

In some cases, researchers can choose to add to the sample size, as needed throughout the inquiry. It was initially considered a viable choice to change the sample, if themes or information were seen to emerge that might indicate how such a change might hold some intrinsic value (Suri, 2011). Minimum sampling was expected in this case, allowing for the possibility that it might become necessary to add to the sample size, but if inadequacies had been detected, it would have become evident that sample size was inadequate (2011). Consequently, sample size was found to be adequate to capture sufficient data for this research.

Instrumentation

I chose interviews based on the established idea of the vignette as an instrument for gathering data for this study. Hughes and Huby (2012) suggested using the vignette when conducting social research, which concerns those who wish to study attitudes, beliefs, perceptions and values. Vignettes help research participants focus on stimuli by using text and narrative imagery, while presenting a parable which helps further focus the participant's ability to understand concepts within the context of the parable's narrative intent (Hughes & Huby, 2012). Interview questions were based on the vignettes, taking ideas from the examples cited therein.

Interviews were recorded using a digital audio recorder. During the interview, subjects were allowed to choose their preference either for hearing the vignette read by the researcher, or for reading the vignette for him- or herself (a written copy was provided for this alternative; see Appendix B). Once the subject indicated understanding of the vignette, the researcher asked

several questions about their understanding of the story (Hughes & Huby, 2012).

Subject's responses were analyzed using the hand-coding technique.

In addition to recording the interviews, the researcher took notes and had an observation sheet ready (Appendix D), to take down coincident occurrences of contextual characteristics noted in the environment of the study, including setting (if present), sounds (if conducted over telephone), indications from the subject (nervous / calm, slow, fast, eager, reluctant, etc.).

Through rigorous preparation and discipline (Yin, 2014), these direct observations, which help understand the context of the target environment, were expected to help deter misunderstandings which might be brought on by second-hand observations assumed through the narrative alone (2014). Without direct, coincident observations, finer details observed during the question-and-answer period of an interview are easily forgotten.

Taking notes on these observations can also help reconstruct a timeline. Official records were not used for this inquiry. It should be noted that on this subject, in context with the target inquiry, official records on the subject of ingratiating behaviors rarely if ever exist.

Consequently, records even more rarely reveal any more than superficial indications of the story behind the documents.

For this body of work, data was collected by analyzing interviews, recordings, notes, and observation sheets, to sufficiently provide the amount and quality of data needed for analysis. The instruments were not considered for collecting quantity or statistics, but for capturing the opinions and perceptions of a group of people related by profession. To accomplish this, the sample size was determined to be adequate to allow for variations in personal opinion, personal experience, and variances in relation to the overall mission of the organization.

The vignettes were written to maximize the effectiveness of data collection, and provided a reliable instrument for collecting data. The data I collected in this study was ultimately used to answer the interview questions derived from the requisite research questions. I compiled, analyzed, and contextually interpreted answers to interview question to fulfill the target requirement, summarized in the findings at the end of the study.

Procedures for Recruitment, Participation, and Data Collection

In this study, vignettes, follow-on questions and observation tools were considered different aspects of a single data collection instrument. Once the vignettes were perfected, the follow-on questions were derived, and the observation sheet was created, data collection began. Defining the instrument was essential to data collection, but so were procedures for recruitment and participation.

I primarily used vignettes and interview questions to collect data, although follow-on questions and observations were used to collect additional data for analysis in this study. These tools were facilitated not to collect quantity or statistical data, but to capture the opinions and perceptions of a group of people who have a common profession. To do this, sample size was fulfilled to allow for expected variations in personal experience, personal opinion, and in relation to how the subjects represented their organization's overall mission.

By using vignettes, I provided a worthwhile, contextual means of collecting data to answer interview questions directly aligned with the research questions derived for this inquiry. The answers to the interview questions were compiled, analyzed, and interpreted, to fulfill the target requirement of the study, which can be shown summarized at the end of the study. The

data collection phase of the study began by contacting the subjects and agreeing upon a place to meet for the session.

Two alternatives were offered to the subjects: face-to-face contact, and telephone correspondence, depending on the subjects' availability and their personal preference. In every case, subjects wished to set up a visit over telephone. In every case, every effort was made to make the subject feel comfortable and confident about the interview, and the subject was offered the option to discontinue at any moment. I, the researcher, collected all the data. Funding and availability of research assistants were considerations, but preference won out in this case. Since graduation depends upon the best possible product, I presumed the collection steps personally.

Once data collection began, I considered scheduling interviews once or twice daily, depending on subjects' availability and preference. Subsequently, I found that following a tight interview schedule was difficult, which allowed for an average of only two interviews per week. Interviews were scheduled for one hour each, and conducted with strict discipline and adherence to the timeline. A high-fidelity digital recorder was used to collect the data, along with a notepad and an observation sheet to capture visual cues occurring during the interview.

Despite difficulties in scheduling interviews, an adequate number of participants were found, scheduled and interviewed. One contingency was considered early: if the subject had to re-schedule, he or she was asked if they could provide the name of another qualified subject. Only in one case did a recruited subject become unavailable, at which time he offered the name of another qualified subject. Another way I planned for unscheduled absences of research subjects was to keep a running list of possible participants and their contact information, and to be ready to quickly contact more respondents if needed.

A consequence to interviews is having a good way to exit the interview. Some researchers follow the interview with a debriefing session, though this function is not necessary to the integrity of the meeting. Once the session fulfilled the requisites of the predetermined protocol, I asked subject if they could think of anything I should have asked that I did not ask. I captured a variety of responses, some of which were integral in coding the data during the analysis phase. Their questions and subsequent discussion were all recorded, with their permission, for its intrinsic value as data to be used for analysis. Follow-on interviews were not considered as part of the research protocol.

Data Analysis Plan

Once interviews have been recorded, I began the data analysis. To begin the analysis process, recorded interviews were translated into written transcripts. The transcripts became documented data, which were categorized accordingly.

Answers to questions, including separate, discernible metaphors, stories, conversational notes, and contextual indications were considered *units of analysis* in this study (Leggo, 2011). These units of analysis were read, re-read and analyzed with the intent of recognizing patterns from within the narratives and stories as provided by the research subjects during interviews. Patton (2002) suggested the researcher should read the interview transcripts several times. The more the researcher interacts with the data, the more categories and patterns are realized (Patton, 2002). In the role of the researcher in this study, I fully realized the benefits of disciplined interaction with the data.

Further following Patton's analytical logic, instead of using a computer program, I used hand-coding to analyze the captured data (Patton, 2002). As Patton indicated, it has also been my

own experience that hand coding is more productive and easier when it comes to recognizing patterns and themes in the data. I divided transcripts into workable portions, or chunks, and manipulated the data manually, using the *Microsoft Word*, word processing program.

Data chunks were grouped by sub-themes categorized by apparent themes. The themes were further analyzed for apparent parallels of thematic indicators, which were compared for an overall result (Patton, 2002). Recurring indicators were used to show how the opinions and perceptions of each respondent compared with the rest, and supported the overall themes and suppositions which emerged from the data, which resulted in a final composite supposition.

As no analytical program was used to code the data, no graphs or charts were generated from computer programs in support of this work. Thematic or conceptual constructs resulting from qualitative data analysis are best described in the narrative, and can be presented with full adequacy in a hand-coded work. However, some visual representations were constructed manually, such as concept maps and tables.

The kinds of data I gathered in this body of research included managers' and leaders' experiences with ingratiation; their perceptions of employees' experiences with ingratiation; their perceptions of bystanders' experiences with ingratiation; and how subjects felt about preventing negative outcomes of ingratiation and/or the remediation of negative outcomes from ingratiation. These data were analyzed by comparing responses, one subject to another, using interview questions, and by cross-referencing and reflecting on observations and notes.

Epistemologically, a case study inquiry asks, or interprets, the *how* and the *why* of a situation, and focuses on contemporary events (Yin, 2014). The case study facilitates the realist

researcher's attempt to relatively illuminate a decision, or a compilation of efforts identifiable by a common element, be it time, place, group, activity or environment (2014). The analysis of data from a case study must arrive not on the decision itself, but on its illumination, description or explanation. The case narrative, then, must be sufficiently qualified to offer a new understanding to a bounded situation.

Issues of Trustworthiness

Credibility

Trustworthiness in research can scarcely be established without realizing some degree of credibility in the researcher. Credibility adds to the overall trustworthiness of the research, along with transferability, confirmability, and dependability (2011). Credible research equates to the believability of its results (Lincoln, Linholm & Guba, 2011). Within this work, believability was in part achieved by the subjects chosen for the work, retired colonels, whose testimony takes credibility from the integrity of the field grade officers who carry their responsibilities and leadership with the utmost seriousness and effectiveness.

Despite the mention of possible bias, it is inevitable that a researcher must proceed carefully and responsibly during discussions with research subjects. Credibility can be validated during the time of data collection, by assuring such criteria as triangulation, peer review, and reading transcripts numerous times; the latter, reading transcripts over and over, can also be beneficial in realizing patterns and themes from within the narrative (Patton, 2002). The researcher must take care not to discuss assumptions, editorialize, or to ask leading questions, which can whittle away credibility and diminish ethical management of one's research plan.

Confirmatory field work involves testing ideas brought on by qualitative analysis, and helps confirm the significance and intent of emergent patterns, while validating the viability of themes emerging from within the data. Credibility can be confirmed during confirmatory field work, as it can through reading the material numerous times (Patton, 2002). Field work in this study involved getting to know the individual subjects; in many cases, I was already acquainted with the subjects, having been stationed on the same base, and having worked with and for the respondents during their time as commander.

Having been a subordinate at length, I had already established an acceptable degree of credibility, having maintained a professional bearing throughout my contact with the subjects. Colonels generally hold senior NCOs in high esteem for their attention to detail and for their ability to manage affairs well; people who manage military situations poorly tend to leave military service before they enter the higher enlisted ranks. Credibility is developed by the subordinate's performance in following the direction and orders of the higher-ranking person.

Specific to this body of work, credibility between the researcher and the subjects can gain from the relationships between the people involved. The subjects are invariably high-ranking military officers, albeit retired. The researcher was coincidentally not only a military member, but a graduate student. A basic credence is afforded to senior NCOs in the Air Force, and to those who have advanced degrees, ranking officials generally acknowledge a special degree of support and trustworthiness. Credibility in this case study, at least between researcher and subject, benefitted accordingly.

Also in this case, for sake of the subjects' being personally familiar, prolonged engagement was not necessary to ensure credibility. Since the subjects were personally familiar

to the researcher, answers were taken at face value; if the subjects' backgrounds were completely unfamiliar to the researcher, answers might require more scrutiny. Providing a complete description of the environment of the interviews also added credibility to the work.

Transferability

Externally validating this work established transferability by providing a thick description of the thematic derivation of the data, and by varying participant selection as much as possible (Lincoln, Linholm & Guba, 2011). Applying these criteria ensured the data were applied to cases and situations under contexts other than the context of this work. The in-depth description of the setting contextual to this body of work can help readers connect the results of this work with how it relates to the methods used to produce it.

Transferability is not directly correlative to trustworthiness. However, transferability can relate to the amount of content in the work that is transferrable (Lincoln, Linholm & Guba, 2011). The study of former commanders' perceptions might indicate that commanders feel apprehension while dealing with ingratulatory exchanges. This does not necessarily mean that leaders are only apprehensive when dealing with a specific behavior, but that the results might be transferable to other environments where leaders can be exposed to unpredictable subordinate behaviors, and not to how other subordinates might *perceive* those behaviors. Thus, to be transferable, the work should include information necessary for readers to see which segment of the research can be transferred to other, contextually relevant research.

Dependability

To be dependable, a person must rigorously demonstrate his or her ability to do what is needed, and to be on time when they do it. In research, dependability is a characteristic of

qualitative rigor which helps persuade the target audience whether a body of research is worthy of their attention (Lincoln, Linholm & Guba, 2011). From the audience's perspective, readers need to trust and to have confidence in the findings as are presented by the researcher (Thomas & Magilvy, 2011). Dependability is evident when other researchers are able to follow the method used by another.

To ensure dependability, I followed an audit trail already evident throughout this study. I began early by describing the specific purpose of the study, and by demonstrating how and why the subjects were selected, how the data were to be collected, and the duration of the collection session. I explained how the data were prepared for analysis, and, after completing the analysis, I discussed the interpretation and presentation of the findings, and reviewed how the findings affect the study's credibility (Thomas & Magilvy, 2011). At length, I described the research methods in detail, and was able to ask some of my peers to participate in the analysis, albeit minimally.

Confirmability

In a quantitative work, the researcher must establish objectivity, and must continually be objective in his or her approach to the study. The qualitative equivalent of objectivity is *confirmability*, confirming the target audience's ability to trust the credibility of the applicability of the findings (Thomas & Magilvy, 2011). In a qualitative work such as this, confirmability begins by having reflexivity, or by the researcher's being reflective, open, and aware about the study and its developing results. Taking this stance helped me see a bird's-eye view of how the research progressed.

To ensure confirmability in this study, I adopted a sense of self-referral, being critical of my own preconceived notions about the ongoing research. This means I took time to record or write field notes on location, after each interview, including my own insights, biases and personal feelings about how the interview went (Thomas & Magilvy, 2011). I also made sure to follow the direction indicated by the interview process, asking subjects to clarify and define their meanings to any slang words, jargon or metaphors communicated during the interview.

Ethical Procedures

Before Walden student researchers can conduct a study of this magnitude on human subjects, they must apply to Walden University's Institutional Review Board (IRB) for approval. I sought and achieved IRB approval for this body of research, in early 2016. The IRB approval number was 05-13-16-0187379, which was due to expire on May 11th, 2017. However, since I was no longer collecting data and was in the analysis phase of research, no resubmission was required. This information is recorded in an e-mail addressed to me from an IRB research ethics support specialist, and is available if needed.

I was aware of research participant confidentiality as a primary concern for this study. Subjects were selected based on criteria such as their ability to participate, their contextual association with the topic, and their willingness to participate. Subjects were also informed early about the purpose of the study. Some concern was realized about subject's being associate with the U.S. Air Force, who generally wish to avoid similar research projects, but this was alleviated by selecting retired officers instead of active-duty participants.

Subjects were afforded full ethical consideration under this study. I sent each subject an introductory packet over e-mail, which contained an introductory information sheet, providing

details of the research project, and an explanation of ethical treatment they could expect during their participation. I included a consent form providing a written agreement to engage in the ethical exchange of information which could be expected during their interview.

Personal relationships with potential participants have already been established, and the possibility of research was broached with these individuals, in good time. Once the idea was introduced to the potential participants, subjects were informed of the need for neutrality in their participation. Knowing how leaders, managers, and supervisors must remain impartial in such activities as periodic evaluations and hiring practices, in addition to the security clearance required during their careers, it can be accepted that the participants are well qualified to exercise loyalty in confidentiality agreements.

Notwithstanding personal familiarity, every subject was insured that answers to any questions provided to the researcher during the interview would be handled with the appropriate respect and confidentiality. Discussing issues of ingratiation can sometimes become uncomfortable for participants. Telling stories which might have caused embarrassment for subjects or their subordinates might be considered sensitive, which can cause a subject to refuse further comment.

In times when the subjects might become uncomfortable, I was prepared to afford the interviewee the option to either withdraw or to change the subject, or to choose other alternatives which might alleviate the psychological discomfort. Despite these preparations, none of the subjects acknowledged any discomfort with the content of the interview. At length, the subjects were informed that the data would be stored securely until the study is complete, and that, after completion, the data would be destroyed to provide closure to any concerns about data security.

Specific responsibility for data handling. Data for this study was gathered under rigorous constraints, honoring the full extent of ethical consideration. Precedents are in place for ethical consideration of subjects, their personal information, and humane handling of personal interactions. Concerning subjects' experiences, it is common knowledge that organizational cultures allow for compliments, pleasantries, and small talk.

Ingratiation exchanges appear to form a subtle subculture which permits employees to utter favorable compliments which attract rewards from managers. Crossing the invisible line into this subtle sub-culture can be harmful to the organization. Managers with similar experiences could easily be daunted from discussing any such activity, and must be treated with utmost care, respect, and attention to ethics by the researcher.

Ethical agreements must be consistent between the data collector and each subject in the study. A related precedent worthy of note offers a specific consideration for ethical issues, namely, *informed consent* (Kim, Caine, Currier, Leibovici, & Ryan, 2014), which requires subjects be comprehensively informed, and to voluntarily give their consent to participate in research studies (2014). In cases of potentially impaired persons, informed consent requires that independent studies be conducted before asking subjects for consent, as some might not be able to provide consent competently (Kim, Caine, Currier, Leibovici, & Ryan, 2014). Informed consent prohibits any unethical efforts by a researcher to unfairly gain consent.

An ethical consideration already mentioned is the avoidance of bias. Case study researchers are expected to strive for lofty ethical standards. Reaching for ethical standards further includes the practice of striving for a high degree of professional competence, ensuring accuracy and credibility, and making sure to proclaim any bias is present, among other possible

limitations (Patton, 2002). Researchers must be honest, must actively avoid deception, and must accept responsibility for their own work.

Sharing results with participants. Full ethical responsibility for research results includes allowing participating research subjects to view the completed study. More than casual interviewees, research subjects are people who become stakeholders to the research process. In return for granting their valuable time and concentration to the study, each subject in this study was offered full access to the final version of the published dissertation.

During interviews, I offered subjects access to the final, published study via a web link. I also asked subjects whether they wished to receive a copy of the transcript of the interview conversation. Whereas no subject asked for a copy of their transcript, every subject asked for the link to the finished product. I securely stored records of their wishes and will fulfill them at the appropriate time. Whether or not subjects indicated they wish to receive a copy of the transcript from their interview, I assured availability of communication with each subject. This way, the subject is allowed full opportunity to change their decision, and can receive a copy of the transcript later, if choose to do so.

Ultimately, all subjects were provided with contact information, as shown in the *Consent Form for Participants* in Appendix C. With this information, subjects can maintain contact for as long as needed to assure they can receive the full benefit of reading the final dissertation. This study could potentially provide valuable information for leaders and managers in many settings, including military leaders such as those retirees who chose to participate. Giving full credence to their leadership experiences, to their position in the United States military and to their

contributions and service, this study can provide valuable feedback to the community of leaders whence these subjects came.

Summary

As stated in Chapter 1, ingratiation was explored in this case study in light of former military leaders' perceptions. After reviewing the literature, the need for an examination was clear: perceptions of leaders experienced in ingratiation can provide new insights into this area of thought. This chapter explained in detail how I initially proposed conducting research for this case.

In this chapter I laid out, in detail, the preliminary steps needed to go forward to conduct interviews and to gather and analyze data, from problem statement, to research questions, to purpose. My having provided a substantive enough program to conduct research in this area, Walden consented to the research, and I was able to go forward with the full plan to conduct research. The faculty of Walden University inspired and energized me to construct this program, and I pledged to put my best foot forward to see through to the end, and to produce a worthy description of the findings.

Results of the fieldwork follows in Chapter 4, where I focused on analyzing the narrative of these leaders through interview questions derived from the research questions listed in Chapter 1. As shown in Chapter 5, I completed the study by summarizing the findings listed in Chapter 4, and by showing how the original research questions were answered. From these findings, I drew conclusions and made recommendations in context with the overarching theme of this body of work. Preparations listed in Chapters 1, 2, and 3 were avowed and acknowledged, whereupon I moved on to conduct the research.

Chapter 4: Results

Introduction

The purpose of this qualitative case study was to explore how managers observe how other managers promote and encourage ingratiation in their subordinates. To explore this purpose, I examined the perceptions of retired, former Air National Guard leaders, using vignettes and interviews. Officers having held a command position comprised the target environment for this study, retired ANG colonels and lieutenant colonels made up the subject base and the specific case, and the phenomenon of interest was ingratiation.

In this study, I addressed the gap indicated in the problem statement: little is known about whether managers understand how or why any manager encourages ingratiation. I explored the ideas and opinions of managers, specifically in relation to their perceptions of how other managers promote and encourage ingratiation in their subordinates. I conducted this research by interviewing retired colonels, whose depth and scope of experience proved a valuable resource toward answering the research questions derived for this purpose. Exploring these perceptions can build understanding about the known phenomenon of ingratiation, where the phenomenon is not often challenged. In this study, I examined leader-encouraged ingratiation with the intention of making it easier for scholars and managers to recognize, discuss, and mitigate, and, if appropriate, to accept it.

The research questions for this study were meant to focus on how leaders perceive ingratiation. My primary research question was: How do managers perceive how other managers encourage ingratiation in their subordinates. Subquestion 1 was: How do managers perceive how other managers promote ingratiation as an acceptable activity? Subquestion 2 was: How do

managers perceive how subordinates and their coworkers respond when encouraged to ingratiate? Subquestion 3 was: How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness? Finally, Subquestion 4 was: How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?

Research Setting

After an exhaustive search on Facebook for known, qualified participants, 14 subjects made themselves available for interviews for this study. The primary intent for subject recruitment was to contact field grade Air Force officers, either colonel or lieutenant colonel, who had been in a command position. Having been a member of the ANG, I know many candidates personally, and know them as contacts on Facebook. Most of these contacts met the inclusion criteria for the study, and only one chose to withdraw from the study.

The field grade officers I contacted were all members of the ANG, and all were retired from positions on one of two bases in the southeast region of the United States. The subjects were chosen for their experiences as command-level, military field-grade officers, and for their non-duty, retired status. I chose retired officers so that active, mission-oriented information would not be involved in the collection of data for this study.

I contacted the subjects in this study either through the Facebook messaging service, or through telephone calls. If they gave preliminary consent, I e-mailed them a Letter to Participants, which explained the research process, including the purpose for the research and other background information. As I indicated earlier, subjects gave their consent for inclusion in this study by replying to my e-mail with, "I consent." All interviews were conducted through

telephone calls, and were recorded on a digital voice recorder. The resultant conversations were transcribed onto Microsoft Word documents, through the lengthy process of direct transcription.

All the subjects interviewed finished their interviews agreeably and expressed their satisfaction and humility at being chosen for a doctoral study. The subjects in this study gave their time and related their anecdotes freely and with dignity and respect. They all knew of my recent retirement from the ANG, and felt that their information would be treated with the same respect and reverence with which they answered the interview questions.

Demographics

The population demographic that I selected for this study included commissioned officers, O-5 (lieutenant colonel) and O-6 (colonel), who had been completely retired from the Air Force, specifically the ANG. Individuals that I selected for this study were drawn from the environment of an Air Wing in the United States Air Force. In the target environment, wing commanders command four subordinate colonels in the position of group commander: mission support group commander, medical group commander, maintenance group commander, and operations group commander. These commanders lead multiple squadrons which perform segments of an Air Wing's mission.

A support group provides mission support to an air wing, specifically security forces, communications, services, and logistics support. A medical group administers medical records flight physicals, and deployable medical personnel. Maintenance group keeps and maintains a fleet of aircraft for the wing's mission. An operations group recruits, trains, and develops air crew members who operate the wing's aircraft fleet.

Commanders over these groups are generally commanded by field grade officers, or colonels, who have gained the experience needed to carry out the operational and support missions the U. S. Air Force needs. ANG organizations provide mission assets to support deployable missions. ANG units are expected to be as ready to accomplish these missions as the regular Air Force is. In this study, the ANG air mission environment served as the target environment for data collection. Colonels have the greatest amount of experience of all available air wing officers. In light of the requisite criteria for this study, colonels and lieutenant colonels who have served in a command capacity, either in-garrison or deployed, were the best subjects for research on ingratiation in the target environment.

Data Collection

The instrument I used to gather data for this study was a specific type of interview, based on the established idea of the vignette. Hughes and Huby (2012) suggested using the vignette when conducting social research, which concerns those who wish to study attitudes, beliefs, perceptions, and values. The instrument used in study utilized three vignettes, which reflected variations on how commanders might suggest ingratiation to their subordinates.

The vignettes used in this study were meant not only to reflect such a situation, but also to provoke a personal response to the situational environment. General response to these vignettes was satisfyingly rich in stories of how these experienced officers felt about such behavior in their familiar environment. I wrote the stories to maximize the effectiveness of data collection, and provided a reliable instrument for collecting data. I used them to capture the opinions and perceptions of a group of people related by profession. The resultant data I

collected for this study ultimately helped me answer the interview questions derived from the requisite research questions.

To collect data for this case study, I conducted telephone interviews from June 1, 2016 to September 20, 2016. I offered each subject the chance to interview in person, but they all suggested telephone interviews for convenience of scheduling. Interview duration ranged between 31 minutes to 1 hour and 20 minutes. I conducted telephone interviews conducted both on the subjects' home telephones and on their cellular telephones.

I began interviews by reading a short introduction to describe the study, and by familiarizing personally with the respondents. With the subjects' verbal consent, I digitally recorded interview conversations and downloaded the data file to my computer for transcription. I conducted 14 interviews without interruption or shortfall.

Once I had interviewed 12 subjects, I realized I had reached depth and breadth of information (O'Reilly & Parker, 2012). Adequate depth and breadth of information proved adequate to allow for variations in personal opinion, personal experience, and variances in relation to the target environment, and indicates the point of saturation of the data. I conducted two more interviews thereafter, having already scheduled them. After the fourteenth interview, I then ended the interview phase and began transcribing. the information for data analysis

In the data analysis plan I described in Chapter 3, I indicated that my data-gathering instruments would include interviews, observations and documents. Since I exclusively conducted interviews over the telephone, I could not visually observe the subjects, nor could I examine documents. Documents and observations were inconsequential, however. Primarily because retired commanders have no access to their active-duty records, and secondly, due to the

rich source of material available in the transcribed interviews, observations were unnecessary. Following Yin's (2014) suggestion to collect data from the people being observed, and not from laboratory results, I only used the interviews for my data. Beyond this, I noted no unusual circumstances during the data gathering phase.

Data Analysis

True to the data analysis plan outlined earlier in this chapter, the data gathered for this qualitative study came from interviews, transcribed, and analyzed for indications of contextual perceptions based on the subjects' experiences. Each transcript was between eight-19 pages (avg. 12), with between 214 and 573 words per page (avg. 457), single spaced, using 12-point, Times New Roman font. Due to the common military background and work association between the researcher and the subjects, none of the subjects wished to review their transcripts, as they invariably entrusted me with the interview transcripts.

I used conventional content analysis (Vaismoradi, Turunen & Bondas, 2013) and hand-coding to analyze the deidentified data. To ensure context, I supported conventional content analysis by using in vivo coding, a style of non-software analysis used to capture words and phrases based on the subjects' own military jargon, (Miles, Huberman & Saldana, 2014) I also used emotion coding, so I could properly capture the emotive experiences recalled by the subjects in stating how they felt about a hypothetical commander's behavior (2014). Emotion coding fits well within the parameters of conventional content analysis. In vivo is a related concept, which captures responses based on a shared jargon within a specific cultural environment (2014). I also used subcoding in the analysis, because the basic codes I extracted

required additional subcategorizing into further hierarchies and taxonomies (Miles, Huberman & Saldana, 2014).

In vivo coding and emotion coding are closely related (Miles, Huberman & Saldana, 2014), and align well with conventional content analysis. The two applications are often used in supporting roles. Analyzing the data through these three coding applications provides a rich source of information inherent in the case environment (2014). For this case study, I built the research questions to capture not only the opinions of the field-grade officers recruited for this effort, but to capture how they felt about certain questionable behaviors. Questions used during interviews represented the research questions, but were adapted for best interaction during an interview. To analyze specific, emotive feeling-based responses, the obvious choice of application was emotion coding.

Asking the subjects how they felt very often evoked an emotion-driven response, and marked occasions of emotions contextually recalled during their military career. The responses and the experiences of subjects noted during the interviews indicated inter- and intrapersonal experiences and activities, and allowed introspection into the subjects' points of view and into their specific personal experiences. Therefore, as suggested by Miles, Huberman and Saldana (2014), I used emotion coding to analyze the data associated with these characteristics.

Military members in general share a jargon-rich culture, which changes little from department to department. For example, Army jargon is based on a slightly different environment than Air Force jargon or Navy jargon. I will note that in this study, Air Force jargon has some subtle contextual differences, based on various structural differences between the Regular Air Force and the ANG. An example of this is how the ANG must acknowledge an

additional, departmental hierarchy within their affiliated state government. Another example is based on how the Air National Guard observes many standards and practices which are beyond, and in addition to, the rules and regulations of the Regular Air Force. These subtle differences qualify the Air National Guard to be observed under its own cultural distinction, of its own, somewhat unique case.

Engaging the analysis further, Figure 4 illustrates how in vivo and emotion coding can support conventional content data analysis can support. Interview questions asked the subjects to place themselves into the position of conceptually observing the vignette's main character from the point of view of one of five associated characters: bystander, commander (of the vignette's main character), peer, subordinate and proponent, or advocate. The last character is placed in the position of trying to imagine how the vignette-based character could be using the ingratiation inference to produce a positive, planned result. If the subject was able to imagine such a use for the ingratiation suggestion, they were then asked how they would present that idea to their own peers. In Figure 4, the top three coded responses to the interview questions are shown, followed by the coding method used to analyze the inferences gathered. The resultant themes, on the right, represent an early, conceptual impression of how the themes were expected to interrelate, once the data were fully analyzed.

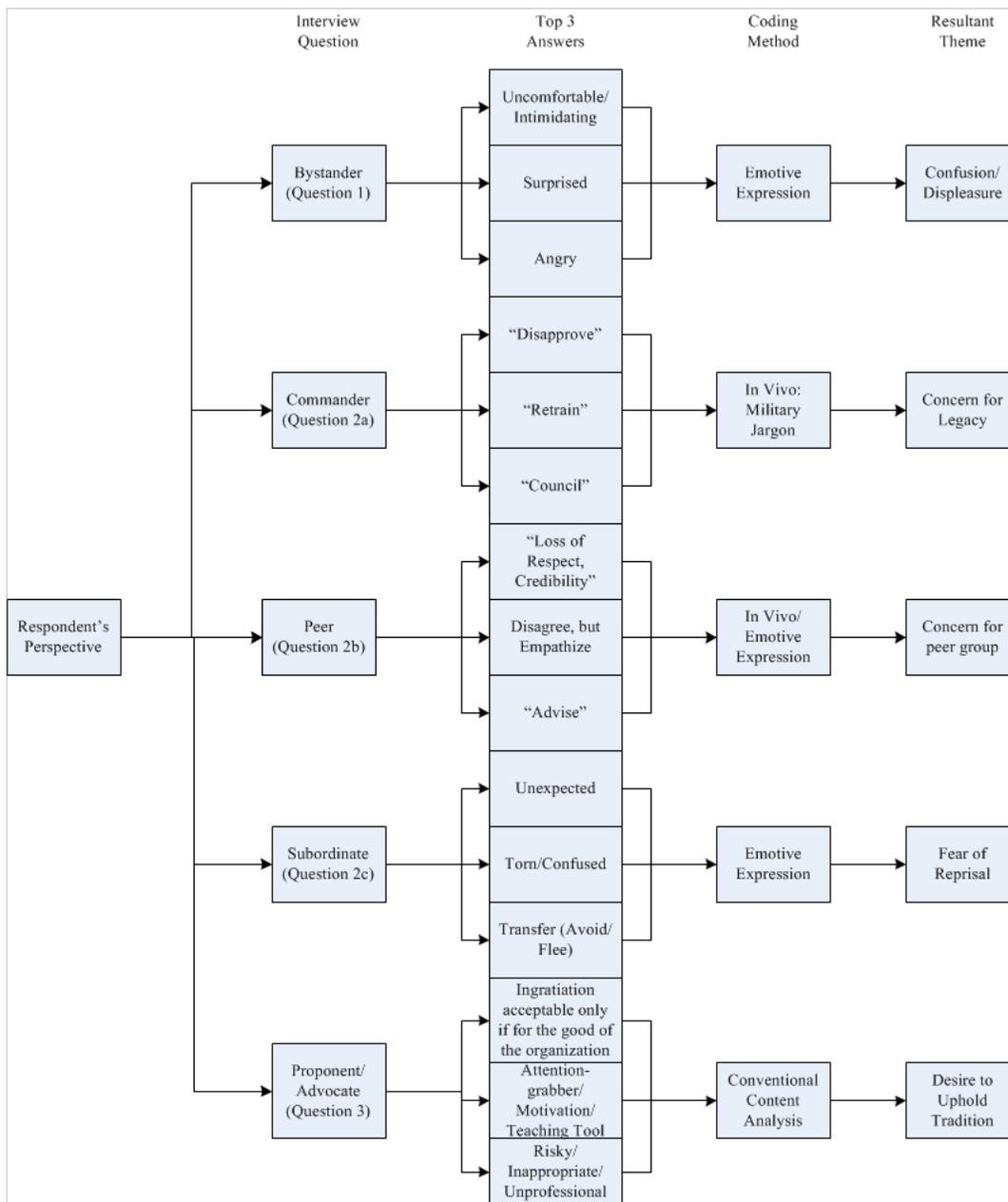


Figure 4. Conventional content analysis with in-vivo and emotion coding.

Evidence of Trustworthiness

Trustworthiness in qualitative research depends in part on how the results of the analysis are described, so the reader can follow the logic of the analysis and form further inferences from

the report (Elo, et al., 2014). When qualitative content analysis is used as part of the analysis phase, the researcher's insights and intuitions about the data have to be considered, among other considerations (2014). Trustworthiness is essential to any qualitative study, to make sure the results are worthy of the reader's time and interest (2014).

Trustworthiness is primarily determined through four, separate criteria: *credibility, transferability, dependability, and confirmability* (Elo, et al, 2014). Credibility ensures the work is believable; transferability provides an avenue for readers to reproduce results externally (2014). Dependability allows for a qualitative rigor, to show the reader that the research has value, and confirmability helps readers trust that the findings are conclusive (2014). These four criteria are cogent in the analysis phase of this study, as shown in the following paragraphs.

Credibility

Credibility in research, which can also be understood as believability (Lincoln, Linholm & Guba, 2011), provides an essential element in establishing the overall trustworthiness of the work (2011). As illustrated in Chapter 3, believability in this work was achieved in part by the credibility of the field grade officers chosen to provide their input. Their answers to interview questions and the subsequent narrative they provided took substantial credibility from their leadership, and to their dedication to ethical mission accomplishment.

Due to my personal and professional relationship with most of the subjects, I identified the possibility of bias in Chapter 3. Despite that possibility, I proceeded with the utmost care during interviews, to represent the highest standards of ethical credibility in my research. I took the utmost care to ensure every subject was afforded the same respect and due diligence afforded to every other subject. Further, once the data had been gathered and Deidentified, I ensured

careful study of the data, reading transcripts again and again, and I took care not to discuss assumptions, to editorialize, or to ask leading questions that might whittle away credibility and ethical handling of the information.

In Chapter 3, I mentioned how, having been a Senior NCO-subordinate to some of the intended subjects, I already held a degree of credibility with them, due to projecting a professional bearing in dealing with them in pursuit of mission accomplishment. Colonels are dependent on senior NCOs, and generally hold them in high esteem for their attention to detail and for their practiced ability to manage people, property and funds. Credibility in the military environment is gilded by a senior NCO's ability to follow the orders and directives of the officers appointed over them.

During subject recruitment and in subsequent interviews, credibility between the researcher and the subjects gained from the relationships between the people involved. The subjects were retired from reasonably high-ranking command positions. Aside from having retired from a high-ranking NCO position myself, I was also afforded a basic credence with these subjects for having become a graduate student, which is somewhat rare in the enlisted ranks. Commanders vigorously promote higher education in their subordinates, and those who achieve higher education are afforded additional credibility and trustworthiness, which subsequently benefitted the progress of this study. Unfamiliar subjects might require a degree of familiarity before the researcher could establish a trustworthy relationship. On the contrary, the familiarity already having been established between the researcher and the majority of the subjects, answers could easily be taken at face value, thus preserving credibility during interviews.

Transferability

Transferability provides a means of validating the body of work externally through allowing its readers to apply the results to situations and cases observed within the context of future works. The detailed description of the environmental setting latent in the context of this work can empower readers to connect with how the results of this body of work corresponds and relates to the methods used to create it.

Transferability is not trustworthiness per se, but it directly related to quantity of content delivered in this work (Lincoln, Linholm & Guba, 2011). While it is possible that former commanders' perceptions might indicate that commanders feel apprehension while dealing with ingratiation exchanges, it does not necessarily mean that those leaders are only apprehensive when dealing with a specific behavior. It simply means that the indicated apprehension could be transferable to other, similar environments where leaders are exposed to unpredictable subordinate behaviors, but not transferable to how other subordinates might *perceive* the same behaviors. Consequently, in its transferability, the results indicated in this study include information which allows readers to determine which segments or components of this research can reliably be transferred to other, contextually relevant research.

Dependability

To be perceived as dependable, a person must steadfastly demonstrate, particularly in an organizational environment, an ability to perform duties as assigned, and in a timely manner. In the field of research, dependability indicates a characteristic of *qualitative rigor*, a quality which helps persuade the target audience of whether a body of research is worthy of their attention (Lincoln, Linholm & Guba, 2011). Readers of research results should feel free to trust and have

confidence in the results (Thomas & Magilvy, 2011). Dependability becomes evident when other researchers are able to follow the methods used by the researcher who originally produced those results.

To ensure dependability, I followed an audit trail throughout this study. I began early by describing the specific purpose of the study, and by subsequently demonstrating how and why the subjects were selected, how the data were collected, and the duration of the interview session. I outlined how the data was prepared for analysis, and, after completing the analysis, I discussed the interpretation and presentation of the findings, and reviewed how the findings affect the study's credibility (Thomas & Magilvy, 2011). At length, I described the research methods in detail, and, I asked some of my peers to participate in the analysis with me, and to validate my methods, and thus, my findings.

Confirmability

In a quantitative study, researchers must establish and maintain objectivity in their approach to the study. Objectivity's qualitative counterpart is *confirmability*, which aids in confirming the readers' ability to trust the credibility of the findings (Thomas & Magilvy, 2011). In a qualitative work such as this, confirmability typically begins by the researcher's being reflective, open and aware about the study and its developing results. Remaining open and aware throughout the data analysis phase helped me to maintain clarity and presence of mind, which kept me open to recognize themes, codes and concepts. To ensure confirmability in this study, I implemented a sense of self-referral, being vigilantly critical of any preconceived notions I might have about the ongoing research. Following this aim, I had initially intended to take the opportunity during and after each interview, to reflect on any ideas that came to mind, to include

my own insights, biases, and personal feelings about how the interview went (Thomas & Magilvy, 2011).

During the first interview, I kept a prepared Interviewee Observation Sheet on hand (See Appendix E), to document interviewee's attitude and reactions observed during the interview. After the first interview, however, I realized that, since the recording so successfully captured the subjects' responses and inferences, I was able to discontinue the use of the observation sheet. To sum up assurance of confirmability in my research, I followed the intended interview process in asking subjects to clarify and define their meanings to any slang words, jargon or metaphors communicated during the interviews.

Study Results

Basic Analysis Breakdown

Given the case, how would you feel? Asking this question several different ways has led me to see that this qualitative case study could potentially be split into three, separate cases: *Commander suggests the use of Chapstik; Take care of me and I'll take care of you; and It's okay to kiss up, as long as it's distinguished.* These cases can all be considered hypothetical, but, since they are all based on more fact than fiction, they can facilitate the case as the vignette illustrates. Three basic interview questions were asked during interviews. The original questions read:

1. How would you feel if you witnessed the situation in Vignette X?
2. (If response is negative) What might you think do if you were this person's commander? His peer? A subordinate, or bystander?
3. (If response is positive) How would you feel about sharing these positive results with other professional leaders?

During the first interview, I realized that a slight reorganization of the questions would provide better comprehension of the concepts, thus better overall results. During the first interview, and thereafter, I varied the questions thusly:

1. How would you feel if you witnessed the situation in Vignette X, as a bystander?
2. How would you feel if you were this person's:
 - a. Commander?
 - b. His peer?
 - c. His subordinate?
3. If you could imagine agreeing with the management technique in this vignette, how would you share these results with your peers?

I changed Question 1 to address the bystander's perspective, free from positional obligation. This allowed the subject to imagine the scene at a distance, allowing an unaffiliated answer. I segmented Question 2 into three separate parts, allowing the subject to concentrate on the specific perspective. I also took out the condition, *if response is positive*, so as not to limit the richness of possible responses. For Question 3, I changed the wording somewhat, in order to lay emphasis on the subjects' having a choice whether to agree with the vignette commander's perspective. I also took out the condition, *if response is positive*, freeing myself from the possibility of all or most of the answers going the other way.

For consistency, I asked the interview questions the same way for each of the three vignettes. Question 1 placed the subject generally in the mindset of a bystander's perspective. Question 2 extended the specific mindset from question 1, but suggested answering from the perspective of the vignette character's commander, as his peer, and as his subordinate. Question 3

asked the subject to place himself in the perspective of agreeing with the vignette commander's behavioral intent and asked how they would represent that behavior to their own peers.

For each individual vignette, I extracted significant bullets from the subjects' answers to my interview questions and placed them in a table, entitled, *Qualitative Analytical Matrix*. This matrix was prohibitively large, and could not be copied into this narrative. However, I copied a representative segment of the matrix/spreadsheet, as shown in Figure 5, *Reference segment of qualitative matrix*. From these answers, which were copied into a Microsoft Word document for further sorting (available), five themes emerged: *feelings* (emotive expression); *what I'd do* (identification with the concept); *advice for others* (offering support); *resistance* (to the behavior); and *state the case*, or *soliloquizing*.

Qualitative Analytical Matrix					
Subject	Vignette #1				
	Q1	Q2a	Q2b	Q2c	Q3
	As a bystander, how do you think you would you feel if you had witnessed situation in Vignette #1?	What might you think if you were this person's commander?	As his peer?	As his subordinate?	If you perceive any use for the commander's management technique, how would you offer that to your peers?
S1	_Uncomfortable _Not sure if he wants me to kiss up	_Thought it was a little crass _Would have let him know _Would ask him what he meant	_Would make me uncomfortable _What he meant _If they understood what I was working under, and make them a little more sympathetic to that commander	_It would be a little intimidating _Not the kind of leadership I would respect	_Hard to tell that without laughing at him _Meant as a joke _It's gonna put more pressure on them
S2	_Lost respect instantly _Political _Not the way to begin a relationship _Have a conversation with _Implies that subordinates become kiis-ups _Inappropriate _Attitude _Would question his ability to command effectively _May have bee put in this position _Previous cmdr may have been that way	_Not appropriate _That attitude would not be tolerated in my command _Relationship _Should be professional	_Wouldn't make any attempt to use that Chapstik _Intimidating _Sometimes it's the hidden, implicit insults (are) best nailed through proper military bearing	_Do my job _Keep my commander informed _Wouldn't make any attempt to use that Chapstik _Does no good to undermine a bad leader _Follow my responsibility to do my professional best	_Sometimes it's the hidden, implicit insults is best nailed through proper military bearing
S3	_Kiss up _Meant as a joke _Offensive	_Inappropriate _Caution	_Offensive	_Question ability	_What he meant _Meant as a joke
S4	_What he meant _Expect me to kiss up _Inappropriate, esp. if women present _Expectations	_Let him know _Kiss up _Disappointed _Didn't approve, didn't agree with approach	_Lose respect for leadership _Meant as a joke _That's your call	_Keep my job _Be torn how to react	_Some might think it humorous _Different styles (in) different situations

Figure 5. Reference segment of qualitative analytical matrix.

The first theme, *feelings*, or emotive expression, indicates the truest sense of the part of the question that asked, “How does it feel?” From bullets contextually selected from these areas, I extracted the three which indicated the most significant ideas from each question (Q1, or Question 1; Q2a, or Question 2a, etc.), and derived codes from the thematic concepts which

represented specific ideas. These codes can be seen, arranged in the Thematic Analysis Matrices, Tables 1 through 3.

The second theme, *What I'd do*, or *identification with the concept*, suggested what the subject would do personally, if given the situation. This theme arose easily in this study, as military commanders often offer ideas on how they can deal with a given situation. These responses became a reliable part of the answers to interview questions. The third theme that arose, *advice for others*, or offering support, suggested not what the subject would do, but what they would advise another person to do in the given situation. This theme differs from *What I'd do*, in the way that sometimes a person will suggest something for another person to do that they are not completely ready to do themselves (look at making this fit better). Advice in this sense was generally offered to the key player in the specific vignette.

I was reluctant to recognize the fourth theme that arose, *Resistance to the behavior*, as it seemed to be a more negative aspect of the answers, but it arose often enough to attract attention to itself. In the sense that ingratiation itself can be recognized as a more negative aspect of a relationship, resistance to such a concept is not unusual (Romero-Canyas, Downey, Reddy, Rodriguez, Cavanaugh, & Pelayo, 2010). Resistance in this case indicated how the subject seemed to silently form a sort of “plan of attack” as a response to a commander’s questionable behavior.

The fifth theme, *Stating the case*, or *Soliloquizing*, seemed to illustrate significant discussion by the subject to complete the thoughts began by their initial, knee-jerk response to the questions. This theme arose from the subjects' following a tendency to think the concept through to its conclusion, true to the nature of people who have occupied a command position.

Once I coded the data to these five themes, I took three codes with the most meaning from each thematic area (top three) and extrapolated an idea from them in the second set of tables, *Deconstructing Themes in Conventional Content Analysis*, represented by Table 4. (Due to the large number of tables (15), the remainder of these tables were placed in Appendix F, *Tables used for Deconstructing Themes in Conventional Content Analysis*). Many of these ideas showed recurring sub-codes, which could indicate some parallels in thought processes.

Coding the Data

Following Figure 6 (below) from left to right, my analysis began while reading transcripts, whence significant information thematically presented itself. I created representative bullets from the material, and placed these bullets, phrases and one-word ideas into the Qualitative Analytical Matrix (Figure 5), in the appropriate place. Each cell contains ideas from the appropriate subject, within the intended vignette. Cells contained between one and fifty words, depending on responses.

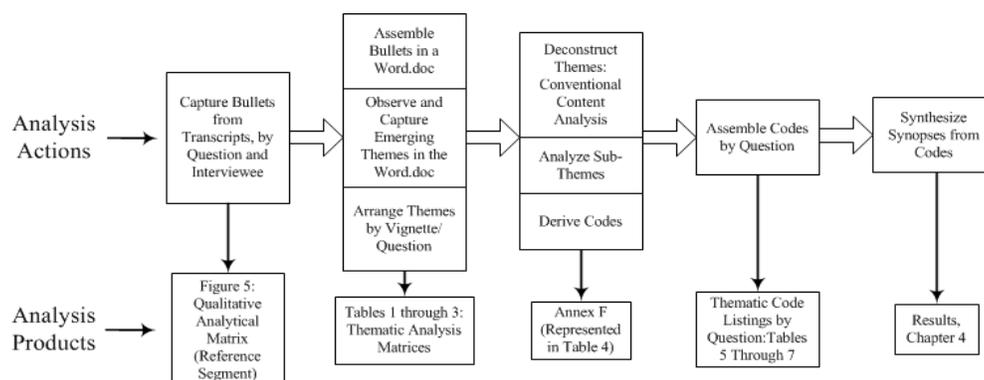


Figure 6. Data Analysis Process.

Within the matrix, a simple spreadsheet, I indicated vignette number and question number at the top. Under question numbers, I wrote out the question, for clarification and

reference. In the left-hand column, I indicated the subject by number (S1, S2, etc.), to keep the rank and file of subjects anonymous.

Once the Matrix was built, the bullets then had to be broken down into codes. To begin the coding phase, I pulled the bullets into a word processor (Microsoft Word) document (available), by vignette, then by question. Bullets from each subject, as shown in the matrix in Figure 5 (above), were copied into the document in linear fashion, by vignette, then by question, listed, for example, V1Q1, for vignette number one, question number one. Following the bullets for V1Q1, for example, I consolidated the bullets by major theme: *feelings, what I'd do, advice, resistance, and stating the case*.

After arranging the bullets in the document by theme, I wrote an analysis/summative observations section from these bullets, which I used to glean further ideas from the bullets. I considered following this with an interpretation section, but decided it was beyond the scope of this analysis to do so. The bullets being the mainstay of qualitative coding, I chose to mostly work within the area of coding analyses.

Analysis Matrices

Having arranged the information together within in a single Microsoft Word document, I then began moving the bullets to a table, the *Thematic Analysis Matrix* (Tables 1 through 3, below). Having derived five major themes from an in-depth study of the transcripts, I constructed these matrices, one for each vignette. In the left-hand column of each matrix, I listed the themes. Individual perspectives were labeled across the top of the matrix (Q1 (Bystander), Q2a (Commander), Q2b (Peer), Q2c(Subordinate) and Q3 (Advocate)). Under each individual

perspective, I selected the three most significant codes from the Microsoft Word document and inserted them into the appropriate cell, adjacent to their corresponding theme.

Condensed representations (codes) of the three most significant bullets from the Word document were placed in under the corresponding questions. For example, refer to Table 1, *Thematic Analysis Matrix for Vignette 1*. The three codes under the heading of "Codes: Q2a (Commander)" which correspond with the theme, "Feelings (Emotive expression)" are *Disapprove, Profound Impact and Unhappy*. The thematic matrices served to group the codes into an accessible form, which allowed me to see the data in a new way. With this renewed perspective, I then drew the information from the matrices and placed it into the next series of tables. These tables, entitled, "Deconstructing Themes in Conventional Content Analysis, were used to analyze the themes and to further deconstruct the data.

Table 1

Thematic Analysis Matrix: Vignette 1

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
Feelings (Emotive expression)	Uncomfortable	Disapprove	Wary	Intimidated	Lighten the mood
	Offended	Profound impact	Uncomfortable/ disappointed	Uncomfortable	Shock and awe moment
	Surprised	Unhappy	Take it to heart	Have a hard time dealing with it	Offensive, repulsive
What I'd Do (Identification with the concept)	Lose respect	Let him know he's off the mark	Talk to him as a friend	Do my job, keep my commander informed	No use for it/poor leadership
	Cont. to Observe	Counsel	Hunker down, run my operation/ consult chain of command	Not compromise self, but keep my job. Prove my worth.	There's always some use for a commander's actions, but insufficient information
	Question ability	Rethink decision to promote him	Not use Chapstik	Look for a transfer	Attention-grabber
Advice for others (Offering support)	Be professional	Hear both sides of story	Set an example	Does no good to undermine one's leader; Cmdr. Needs to know the facts	Expectations should reflect what he wants
	Work somewhere else	Depends on what he's trying to say	That's your call	Have a talk	Military bearing can reveal hidden, implicit insults
	Wait to hear more	Tell him to do his job	Maybe you shouldn't have done that	Go over his head	
Resistance (to the behavior)	It's inappropriate	Not appropriate	Wouldn't use Chapstik	Lose respect	Need to be tempered with management technique
	Not a good way to start a relationship	Will not be tolerated	The wheel comes around	Do what's expected to keep my job	Could backfire

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
	Resist kissing up	Inappropriate	Needs a kick in the pants	Ask for justification	Have to find out the hard way
State the Case (Soliloquizing)	May be joking	Pushing ingratiation on subordinates is bad	Maybe it was a joke	It's naturally an imbalance	Surely he's not serious
	Setting the tone	Not a good way to start a relationship	He worked his way into this position	Hopefully it won't get worse	Probably off the mark, lose credibility
	Attention-getter	Kiss up attitude is obvious	Maybe he'll move on, or mature	This is an ethical problem	Different styles in different situations

Some of the coding squares in Tables 2 and 3 were left blank. This happened in cases where subjects had no answer for the questions. These instances were somewhat rare, but they did affect the overall analysis, as the absence of data can be as significant as the richness of the data that *was* captured. For example, in Vignette 2, when the subjects answered from the point of view of a subordinate (see Table 2), he or she was averse to offering advice, as subordinates are less likely to offer advice to someone in their immediate chain of command. Another example shows that, when answering questions as an advocate after having heard Vignette 3 (see Table 3), resistance was not an issue, because the commander was not telling his audience to ingratiate; he was giving an example of how he would ingratiate. Without the use of these tables, these indications would have gone unnoticed, and would not have been available for input into the overall analysis.

Table 2

Thematic Analysis Matrix: Vignette 2

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
Feelings (Emotive expression)	Feel sorry for his subordinates	Wouldn't feel good about such an intro	I'd be disappointed	Fearful, uncomfortable	Leaves a bad taste in people's mouths
	Subordinates might have to do what he said not to do	Uncomfortable	Uncomfortable, inappropriate; wouldn't feel good about it	Disappointment	
	Uncomfortable, nervous	Be leery of him	I'd be leery of him	A matter of resentment	
What I'd Do (Identification with the concept)	Be a servant- leader, take care of people	Question his ability, caution him; evaluate appropriately	Provide guidance: a little more non-punitive	Look for a new place to serve	It might motivate some people; could be used as motivational technique
	Provide guidance	Encourage to set a better example	Tell him what I thought, to pull back	Talk with peers	Sometimes you drive people hard to get things done
	Have a conversation with	Tell him he's walking on thin ice	Talk to him one-on-one	Do the right thing, document carefully	Bad mgt style, but could be effective to make a point
Advice for others (Offering support)	He needs to do his job, and listen, have pride in language	Motivating in the wrong manner	He should have said he was trusting them to do their job, and give them the latitude to do so	Use the chain of command	Be up-front; let them know times are tough
	Doesn't want to hear your opinion Has responsibility, above and below	Bad career move; not what I'd expect Educate on management techniques	Be professional	Sucking up might get you promoted Doing the job is the reason we're here	Question, challenge ability Provide guidance

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
Resistance (to the behavior)	Wouldn't look on it favorably	Good people won't ingratiate	What goes around comes around	This guy's a jerk	Question, challenge ability
	Could never do that	Not get the best from subordinates	You'll get yours in the end	Subordinates can be hesitant to do the right thing	This is what not to do
	Would be all over him (reprimand)	Do my job			There's not any use for that
State the Case (Soliloquizing)	Inappropriate	Lack of confidence, understanding	Intimidates people	Unprofessional behavior, slippery slope	He first wants the subordinate to make him look good
	Focusing on himself	Easily misinterpreted; Focuses on self	Places him in a difficult spot	Insinuating unprofessional activity	Needs to garner air of respect and recognition
	Egocentric; Needs to be more mission-minded	Inappropriate; meant as a joke? His way or the highway?	Mission comes first; character reveals itself	Sometimes people do well despite bad command or supervision	This unprofessional behavior can divide a unit

Table 3

Thematic Analysis Matrix: Vignette 3

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
Feelings	Shocking	I'd feel he'd circumvented the chain of command	Lose respect for his leadership; would upset me as his peer	It wouldn't seem fair to me, and would lessen my respect for him	I don't like that method, it's not the best way
	I'd be leery of him	Wouldn't be too pleased	Most normal people would take offense	Would still respect him, despite disagreement	Focus is on himself
	Smells a little fishy	Can be subtle; would have some questions	If he feels that way to his leaders, he expects his subordinates to act so toward him	Do you want to move up in an organization like that?	Leery; uncomfortable
What I'd Do	Kiss up (For self: bad. For the mission; okay) Set the example	What do you need for me to help? Be professional	Would have to understand his intentions It's not what you should do	I'd expect him to do the right thing Question his ability	I would have no problem at all with that You have got to trust in the mission
	Okay to consult leaders	Do it the right way, for the right reasons	Ask if he'd considered budgetary (alternative) channels instead	Follow like a professional	Care for your people, do the best job I can do
Advice for others	Be transparent, use integrity	Senior leaders can move chess pieces to gain advantage	We make mistakes sometimes		Have no problem with that. Develop relationships with those that can help, for the organization's benefit
	Don't get too familiar	If the need is there, don't see a problem in asking	Ask his intentions		Be honest, and creative, ethically, morally, professionally

Themes	Codes: Q1 (Bystander)	Codes: Q2a (Commander)	Codes: Q2b (Peer)	Codes: Q2c (Subordinate)	Codes: Q3 (Advocate)
Resistance	Use caution	Should consider his chain of command	Hope the bosses give a little leeway		Use these tactics sparingly
	What's the risk once the tolerant leader is gone?	Depends on how it would make me look	Ask if he'd considered budgetary (alternative) channels instead	He's gonna want me to kiss up to him	
	Danger of losing my job	If unethical conduct is detected, sanctions would be initiated	Would have to understand his intentions	He's prostituting himself	
State the Case	Expects more respect, but loses it	I'd lose respect for him	It's not what you should do		
	Mixes politics and military	Political and military leaders ask about base affairs	We make mistakes sometimes	Integrity is most important, even when you don't agree	It's not unethical; the higher in rank, the more political
	Gets resources for the mission	Could be used as a teaching tool	He had political fluency	It won't get us anywhere, as far as promotions	It's the leader kissing up, to take care of the subordinates. Completely different situation
	Resembles being (too) friendly to a superior officer	He stated he was kissing up	Not a skill, knowledge, or mgt; it's a political relationship	It may get us what we wanted while we were there	Other units might be upset if they are denied benefits because our base got them*

Deconstructing Themes in Conventional Content Analysis

Once the thematic analysis matrices were complete, I constructed an analytical matrix, which I named Deconstructing Themes in Conventional Content Analysis (Hsieh & Shannon, 2005). Creating a table for each of the questions asked after each vignette, these matrices make

up a total of 15 separate tables, which were essential in arriving at the final coding combinations I needed for a final, consolidated result. Instead of displaying all 15 tables here, I listed them in Annex F, but as an example, but I listed the first of these tables as Table 4, below, to show how the analysis was conducted.

Table 4

Deconstructing Themes in Conventional Content Analysis: Vignette 1, Question 1 (V1Q1)
V1: Commander Suggests the Use of Chapstik
Q1: Bystander's Point of View

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Uncomfortable/ Intimidating Surprised Angry	Confused and angry
Identify with the Concept (What I'd Do)	Lose respect Continue to observe Question his ability	Engage the conflict
Offer Support (Advice for Others)	Be professional Work somewhere else Wait to hear more	Be proactive
Resistance to the Behavior	It's inappropriate Not a good way to start a relationship Resist kissing up	Refuse manipulation
Soliloquizing (Stating the Case)	May be Joking Setting the Tone Attention-getter	He's losing their attention

Note: This table is also displayed in Appendix F as Table F1. Appendix F contains all 15 tables (5 questions for each of 3 vignettes) used to deconstruct themes in conventional content analysis.

Table structure. I labeled the Deconstructing Themes in Conventional Content Analysis tables by vignette and interview question, e.g., V1Q1 for Vignette 1, Question 1. I gave each vignette and question a short title, e.g., V1: Commander Suggests the Use of Chapstik, and Q1: Bystander's Point of View, for conceptual clarity. Column 1 was headed by the self-explanatory title, *Theme*. The fourth column was headed by, *1st-Cycle Codes*, and the fifth, *2nd Cycle Codes*.

Each table allowed a separate and distinct coding analysis (2nd Cycle) of the bullet segments (codes) chosen for each set of answers given by the compendium of subjects (Hsieh & Shannon, 2005).

This format provided a view of each theme and its three 1st-Cycle codes, while showing how the first cycle codes were analyzed and extrapolated into its corresponding second-cycle representation. This was the best way to tie the initial codes together for this study (Hsieh & Shannon, 2005). I duplicated this matrix 15 times, one for each of the five questions asked for each of three vignettes. This array allowed for a comprehensive analysis of the overall, deidentified data extracted from the transcripts. Thus, to determine which codes to use for this correspondence, I devised a way to examine every informational bullet, and consolidated the bullets into an exemplary code, ready for final analysis (Hsieh & Shannon, 2005).

Once I coded the data to these five themes, I took three codes with the most meaning from each thematic area (top three) and extrapolated an idea from them in the second set of tables, *Deconstructing Themes in Conventional Content Analysis*, represented by *Table 4*. (Due to the large number of tables (15), the remainder of these tables were placed in Appendix F: *Tables used for Deconstructing Themes in Conventional Content Analysis*). Many of these ideas showed recurring sub-codes, which indicated parallels in thought processes which were helpful in the analysis.

Themes. Table 4, the first table used to deconstructing themes in conventional content analysis, illustrates how the first question for the first vignette was broken down into five themes: *emotive expression* (feelings); *identifying with the concept* (what I'd do); *offering support* (advice for others); *resistance to the behavior*, and *soliloquizing* (stating the case). The

first theme, *emotive expression*, reflects a prime concept innate in this study: that of the subjects stating how they felt about how the commander in the vignette behaved in their specific scenarios. This theme arose quickly on initial study of the transcripts.

The second theme, *identifying with the concept*, arose soon after the first, from how the subjects would quickly state what they would do, given the conditions of the scenario. ANG commanders routinely arise from this way of thinking, having worked through countless problems during their career as a command officer. By saying what they would do, they provided valuable insights into their perceptions of the concepts.

The third theme, *offering support*, came not so much from the subjects' own willingness to act, as in the second theme, but was aimed at how they would offer supportive advice to the commander in the given vignette. Coming from traditions of being useful in whatever position they occupy, the subjects sought to find the best solution to problems as they arise. In offering support to the individual who was behaving somewhat insidiously, they were yet willing to offer their best advice, whether or not it would affect their relationship with that commander.

The fourth theme that arose, *resistance to the behavior*, appeared in deference to the third theme, offering support. Offering support appears to be a positive response to an undesirable situation, whereas resistance to the behavior seems to follow the negative aspect of the behavior itself, appearing insidious of itself. Despite this assumption, resistance to the behavior came not as an intention to do harm, but as a way to circumvent the vignette commander's apparent ineptitude, and to go outside that commander's purview, to counteract the insidious behavior, in an effort to preserve the organization's mission, despite the vignette commander's apparent

intentions. These responses were most often aimed at positively affecting the ethical pursuit of mission accomplishment, and least often for personal gain.

The fifth theme, *soliloquizing*, or stating the case, arose from the perpetual tendency of the subjects to provide additional insights to their answers. The significant discussions illustrated by the subject within this theme apparently arose from their intent to complete the thoughts initiated by their initial response to the questions. This theme arose from allowing the subjects the opportunity to think freely through the concept, and provided closure to their trains of thought.

Deconstructing Themes by Question

The research questions for this study were derived to focus on how managers perceive ingratiation. My primary research question is: How do managers perceive how other managers encourage ingratiation in their subordinates? Subquestion 1 is: How do managers perceive how other managers promote ingratiation as an acceptable activity? Subquestion 2 is: How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate? Subquestion 3 is: How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness? Subquestion 4 is: How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?

The research questions were written to reflect on the subjects' perceptions of specific conditions, particularly how they would respond to another person's behavior. Given this parameter, the subject would require a frame of reference in order to visualize the behavior in question. To present the idea of the research questions in this manner, I had to re-frame the questions into contextual interview questions which provided background on the intended

environment, augmented with a storyline on how the behavioral concept unfolds to represent the research question's premise.

It is necessary to clarify some slight wording adjustments made to the original interview questions as laid out in Annex A, to assure a clear correspondence between the interview question and the vignette used to illustrate their concepts. These minor adjustments were made with strict, meticulous attention to keeping the spirit of the research questions intact, thus to strictly maintain the fidelity of the data analysis. Three basic interview questions were asked during interviews. The original questions read (From page 132):

1. How would you feel if you witnessed the situation in Vignette X?
2. (If response is negative) What might you think if you were (a) this person's commander? (b) His peer? (c) A subordinate, or bystander?
3. (If response is positive) How would you feel about sharing these positive results with other professional leaders?

During the first interview, I realized that a slight reorganization of the questions would provide better comprehension of the concepts, thus better overall results. During the first interview, and thereafter, I varied the questions thusly:

1. As a bystander how would you feel if you witnessed the situation in Vignette X?
2. If you had witnessed the situation in Vignette X, how would you feel if you were this person's:
 - a. Commander?
 - b. His peer?

- c. His subordinate?
3. If you could imagine agreeing with the management technique in this vignette, how would you share these results with your peers?

Qualifying the train of thoughts expressed through answering the questions, I then deduced related inferences by contriving a cognate supposition from the codes I extracted from the analysis tables crafted thus far (Hsieh & Shannon, 2005). While deconstructing available themes through *conventional content analysis* (2005), I formulated single codes from clusters of three sub-themes. Using the resultant codes, I began reconstructing concepts from the codes. I built Tables 5, 6 and 7, *Thematic Code Listings by Question* (below), to illustrate the correspondences between individual questions and major themes. Vignettes 1, 2, and 3 are represented by tables 5, 6 and 7, respectively.

Questions represented at the head of each column in Tables 5, 6, and 7 represent a synthesis of the combined answers from all 14 subjects for that question. Looking at Table 5 (below), the second column, marked Question #1 (Bystander), represents a combination of all the codes associated with the major themes shown in the first column (Theme). To build a synopsis from the second column, I would combine the codes, *confused and angry, engage the conflict, be proactive, refuse manipulation, and he's losing their attention*, into the statement, "I was somewhat confused at first, but, wanting to be proactive, I soon committed to engaging in the conflict. I decided to refuse to be manipulated; if others are like me, it would appear that he is losing their attention."

From this point, I compared this synopsis with answers drawn directly from interviews, to show contextual correspondences between individual, literal answers and synthesized

synopses. Having drawn inferences from this comparator, I completed the analysis of the question/vignette combinations by revealing how the results served to answer the original research question related to the interview question-based code conglomerates.

Results by Vignette

Thus far, the data in this chapter have been organized by vignette, then by question, then by theme. In this section, the data resolves under each question, pertinent to its corresponding vignette. The three vignettes were constructed to be emotionally provocative: Vignette 1 was the most provocative, Vignette 2 less provocative though in a different way, and Vignette 3 was the least provocative, but contained a spin, or plot twist, which added an extra dimension to the concept, to help the subjects think differently about the vignette character's behavior.

I entitled Vignette 1, "Commander suggests the use of Chapstik," Vignette 2, "Take care of me and I'll take care of you," and Vignette 3, "It's okay to suck up, as long as it's distinguished." Each of five questions was asked of the subjects in relation to each vignette. I return to this pattern later, using the code groupings in Tables 5 through 7, to explain the synthesis of the data.

Vignette 1

As read to the subjects, Vignette 1 introduced the possibility of a newly arriving commander's behavior as encouraging ingratiating without offering consideration for the subordinate, feigning humor, by being blunt and disrespectful, in a way that shocked and appalled his new subordinates. He began in a rather benign fashion, telling his new subordinates what his expectations were. But his approach soon changed from benign to shocking: he handed each staff member an unopened, pack of Chapstik, and insinuated they use it to kiss up to him.

This vignette was used to introduce a rather startling example of how, not only can a subordinate introduce ingratiation into a leader-member relationship, but how leaders can use a variety of tactics to use ingratiation to influence his or her own subordinates. (Shao, Rupp, Skarlicki, & Jones, 2013).

Seen from the point of view of a military member, ingratiation can change a person's outlook from one of respect and duty, to one of disgust and discouragement. In the paragraphs that follow, I show how I analyzed the perceptions of my research subjects when exposed to this mindset. To summarize Vignette 1, I posed a brief synopsis to each of the questions as expressed through the code grouping analyses collected from tables 5 through 7, and then I synopsized the questions for a better understanding of the results from Vignette 1.

Table 5

Thematic Code Listing by Question: Vignette 1

Theme	Question #1 (Bystander)	Question #2a (Commander)	Question 2b (Peer)	Question #2c (Subordinate)	Question #3 (Advocate)
Emotive expression (Feelings)	Confused and angry	Performing badly	Wary compliance	Fear of reprisal	Keep it real
Identifying with the concept	Engage the conflict	Investigate his actions	Support the mission	Do the right thing	A point made badly
Offer support (Advise to others)	Be proactive	Firm understanding	Do the right thing	Do the right thing	A point made badly
Resistance to the Behavior	Refuse manipulation	Performing badly	Do the right thing	Do the right thing	Expect some push-back
Soliloquizing (Stating the Case)	He's losing their attention	Performing badly	Look for the truth	Do the right thing	Introduce yourself cautiously

Question 1

Interview Question 1, *As a bystander, how would you feel if you had witnessed the situation in Vignette 1*, opened the discussion on the subjects' first response to the concept of the

new commander's behavior in Vignette 1. From Table 5, above, I used the codes under Question 1, *bystander's perspective (confused and angry, engage in the conflict, be productive, refuse manipulation, and he's losing their attention)*, to synthesized the following narrative string to represent the overall concept expressed collectively by all subjects answering *Question 1*:

I was somewhat confused at first, but, wanting to be proactive, I soon committed to engaging in the conflict. I decided to refuse to be manipulated; if others are like me, it would appear that he is losing their attention.

In comparison, Subject S8's answer aptly summed up the spirit of Question 1. He expressed the initial shock of the new commander's behavior to the point of feeling a rift (barrier) being built. However, he responded to the disappointment by expressing his personal and professional values, and an intention to work things out with the commander to get things done for the betterment of the organization:

I'd be a little shocked, and a little confused...I'm not sure I got the message, and if it's the message I think..., I sure wouldn't like it....but of course you gotta find a way to work with your boss...I certainly wouldn't let it change...my principles, or...my professionalism. But I think it would put up an immediate *barrier*, because I'd be...is he the way I was wanting to agree all the time? I mean...man, this is Chapstik, and...(I need to know what it was used for. I'd have to ask him, no sir, I really don't....what are you trying to tell us?

To sum up Question 1, every response to the bystander's perspective was predominately based on the initial shock of the new commander's suggestion. Once the respondents mentally

processed the initial shock, they seemed to resolve to do the right thing, which was to be proactive and mission-minded, despite the despicable behavior displayed by the new commander.

Research questions. The narrative resulting from V1Q1, in part, helped to answer one of the original research questions, Research Question 1 (How do managers perceive how other managers encourage ingratiation in their subordinates?). The synopsis for V1Q1 shows that managers' perceptions of how other managers encourage ingratiation is a mixture of confusion, resistance to being manipulated, and a loss of respect, with an added feeling that they intended to proactively address the conflict brought on by the behavior.

Question 2a

Interview Question 2a, which reads, *How would you feel if you witnessed the situation in Vignette 1, as the commander over the commander in the vignette?* placed the subject under the perspective of being the commander over the new commander, giving them the freedom to propose a solution to the problems the commander in Vignette 1 presented. Using the codes which fell under Question 2a, commander's perspective, (*performing badly, investigate his actions, firm understanding, performing badly, and performing badly*), I synthesized the following synopsis:

From my point of view, being this man's commander, this man is performing badly. To get a firm understanding, I intend to investigate his actions. If he is performing badly, and I believe he is, I will take it from there.

Subject S13 best represented the general attitude toward Question 2a. He immediately assessed the problem, and began to formulate a plan for remediation. He proposed that he meet

his new commander as soon as possible, and to question him on his behavior. Subject S13 quickly recognized the new commander's intent to suggest ingratiation, and resolved to explain that his behavior was unacceptable, and would not be tolerated. He stated:

Well, my first thought was that I got a problem, and I'm gonna need to get this turned around. I'd probably have to request a meeting with him pretty shortly, just to be sure what it was he was inferring with that, but it... I think it's pretty obvious, that he expected some people to be sucking up. And I would just explain to him that that was not a way that we do business on that base. And it wouldn't be acceptable.

As demonstrated by both the synthesis and subject S13's comments, above, the essence of the answers to Research Question 2a lies in how the subjects generally expressed disappointment, and how they were ready to correct the new commander's behavior immediately. Some of the subjects wanted to speak with him to gain clarification about why he chose to act in such a way. A few were ready to consider relieving him of duty, but many were ready to offer him a second chance, and perhaps some training to follow the counseling.

Research questions. The narrative resulting from V1Q2a helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis for V2Qa shows that managers' perception of how other managers encourage ingratiation is disappointment at the manager's perceived bad behavior. Managers felt they should investigate such perceived, erratic behavior, and take action if their suspicions are confirmed.

Question 2b

Interview Question 2b, which reads, *How would you feel if you witnessed the situation in Vignette 1, as the peer of the new commander?* offered the subjects to view the situation in Vignette 1 as one of the new commander's peers. The syntheses for codes under Question 2b, *peer's perspective (wary compliance, support the mission, do the right thing, do the right thing, look for the truth)*, became the following synopsis:

I'm a little wary of how he's acting, but I'll support him; I'll comply. I intend to support the mission, to do the right thing, even if it's against his wishes. I'll look for the truth, and take it from there.

The response from Subject S6 showed a close relation to the synthesized expression:

I may talk to him about it, ah, but I would definitely take it as...a learning tool. (I'd) (s)ay, this is what you *don't* want to do with your people....(D)epending on the reaction from the group, I suppose. ...If you happen to be present at the time, ah...you might...as a friend, talk to him....But, eventually, the wheel comes around.

Subject S13 further represented the sentiments of the subjects, which also resembled the synopsis:

Ah...as a peer, I think I'd be disappointed, probably. Someone that has gotten that far along, I suppose, to be a wing commander, and would just come out and do something like that, and be so obviously expecting that sort of a relationship from his staff...I had much rather have somebody that would...respectfully challenge me or disagree with me when they do, or tell me they disagree with me when they do, for good reason, and let me

have the benefit of that, rather than just accepting everything I did, and praising me for everything I do, regardless of whether I deserved praise or deserved condemnation about it.

This perspective offered the most varied of all the perspectives in answering Question 2b. Many mentioned how they initially felt shock in response to the new commander's behavior. Some suggested they would distance themselves from the new commander, while others confessed a willingness to give him the benefit of the doubt, saying they would offer him camaraderie and support.

Research questions. The narrative resulting from V1Q2b helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates*). The synopsis in V1Q2b shows that, at the peer level, managers' perception of how other managers encourage ingratiation in their subordinates are the qualities of supportive wariness, compliant support, and the wish to do the right thing, albeit against the manager's wishes. They perceive they should determine the truth of the situation, and to assert themselves to help make it right.

Question 2c

Question 2c, *How would you feel if you witnessed the situation in Vignette 1 as a subordinate to the new commander?* placed the subjects on the receiving end of the new commander's suggestion to ingratiate. The codes for Question 2c, *subordinate's perspective (fear of reprisal, do the right thing, do the right thing, do the right thing, and do the right thing)*, synthesized into the following synopsis:

I'm a little afraid to do anything about this situation right now. I know one thing, though; I intend to do the right thing in every case. I think he should, too. I'll do the right thing, even if he doesn't want me to. Doing the right thing is the right answer.

Subject S2 further represented the sentiments of the subjects, which also resembled the synopsis:

As a subordinate, I certainly wouldn't make any attempt to use the Chapstik.

However, ah, I would...do my professional responsibility to my commander. Which is to make sure they are aware of the information that they need to know; and that everything I do takes care of (the mission), and helps to make the unit successful...sometimes you just have to live through bad leaders. They'll self-destruct. They may take a lot of people with them. But bad leaders will self-destruct. But if you can survive that... it does no good to actively undermine a bad leader, either. So, it's your responsibility to do your professional best.

In addition to representing the significance of the syntheses derived from Table 5 for this question, this perspective offered a very personal view of how the subject felt about accomplishing the mission, and of his concern for the organization. This subject gave rich detail in how he felt about the situation in this vignette, and supported the role of subordinate with the depth of experience. Other subjects were concerned about keeping their job, and some were hopeful that this commander would soon leave.

Research questions. The narrative resulting from V1Q2c helped to answer one of the original research questions, Research Subquestion 2 (*How do managers perceive how*

subordinates and their coworkers respond when encouraged to ingratiate?). The synopsis in V1Q2c showed that managers perceive that other managers are reluctant to insinuate themselves into other managers' affairs, but will offer their support. They also perceive that they should strive to act properly and correctly in the face of such behavior, even at the risk of interrupting the manager's behavior.

Question 3

In Question 3, *If you could imagine agreeing with the management technique in this vignette, how would you share these results with your peers,* I changed the dynamic of the interview somewhat. With this question, instead of placing the respondents in the position of an observer, I asked them to reflect on the commander's message, and to reveal whether they thought the commander's behavior might have some value. While the subjects considered how to respond to this, they were also asked how they might communicate their sentiments to their peers.

In hearing this question two-fold, the subjects had to think deeply in order to answer accurately. This allowed for a richer information base and gave them a chance to consider varying possibilities for the best way to answer this question. I synthesized the codes for Question 3, *advocate's perspective,* into the following synopsis:

First of all, I'm going to keep it real. He made his point badly, and I intend to advise him of that fact. I expect some push-back, but I believe that, although he should express his management style as he sees fit, he probably missed the mark in this case.

Subject S8 represented the sentiments of the subjects, which also resembled the synoptic expression. Subject S8 also considered the possibility that the commander's behavior could, at length, be considered to hold some value, but it would first require more study:

Yeah, there's always some use to...attention-getters. Something...to make a point, or to help you remember something, that you won't forget, or to impress you. And that could be good or bad. But...I'd want to clarify what point you're trying to make, and what impression are *you* trying to make? I'd say first of all, you're probably off your mark...but the fact (is), I'm still not sure what he meant. I'm sure everybody in that room would probably... feel the same way. Won't jump to conclusions...which isn't good either...so yeah; there could be a possible good use for it. It depends on how the story plays out.

Changing the dynamic of the interview for Question 3 brought on a new dimension to the subjects' comments. They tended to reflect longer on the vignette commander's message, which in turn brought on some different insights from those gleaned from earlier questions. While they mostly saw no value in the vignette commander's management technique, they were in general agreement that they should respond to his behavior with careful consideration to ethics, values, relationships, common sense, and mission accomplishment.

Research questions. The narrative resulting from V1Q3 helped, in part, to answer three of the original research questions, Research Subquestion 1 (*How do managers perceive how other managers promote ingratiation as an acceptable activity?*). The synopsis in V1Q3 shows that the general indication was that ingratiation as represented in Vignette 1 is not acceptable, and the manager acted inappropriately. In this light, the managers' perception of how others

promote ingratiation reflected disappointment and a determination to help the vignette commander see that.

The narrative also helped, in part, to answer Research Subquestion 3 (How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness?). The synopsis in V1Q3 shows that managers see this kind of behavior as a detriment to organizational effectiveness, and they tend to want to help keep organizational effectiveness intact, including giving advice to the person displaying the bad behavior, even if they protest. The managers believed other managers should express their own management style, but this kind of behavior is seen as missing the mark.

The narrative also helped, in part, to answer Research Subquestion 4 (How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?). The synopsis in V1Q3 shows that none of the subjects felt that anything about the vignette commander's management style was positive enough to be worthy of sharing with their peers.

Summary of Vignette 1

Regardless of rank or position, the general attitude the subjects held about Vignette 1 was disappointment. While some of the subjects were intent on speaking with the new commander privately to get clarification about why he chose to behave in such a manner, most wanted to correct the new commander's behavior immediately. However, many who were willing to give the new commander the benefit of the doubt were ready to offer him a second chance, and perhaps offer some support, including training to follow the counseling, and even camaraderie and friendship.

Some subjects, from the perspective of being the new commander's supervisor, were ready to consider relieving him of duty, but many were ready to offer him a second chance, and perhaps some training to follow a requisite counseling session. Some, responding from their initial shock, suggested they would distance themselves from the new commander, and were hopeful that this commander would soon leave. Many were concerned about keeping their job. Subjects principally saw no value in the vignette commander's management technique, and were in general agreement that they should respond to his behavior with careful consideration to ethics, values, relationships, common sense, and mission accomplishment.

Vignette 2

As read to the subjects, Vignette 2 varied from Vignette 1 by portraying the commander as exercising influence over only one subordinate. The commander's approach in Vignette 2 was less subtle and more direct: he asked the subordinate directly to give him special treatment, for which the commander claimed he would return the favor, or favors, in kind. The commander in this Vignette, although less subtle, suggested a less facetious and more serious demeanor, which, different from the commander in Vignette 1, allowed the subjects to recognize the seriousness of the commander in Vignette 2. The subjects seemed less appalled by this commander, but equally as disappointed by his behavior, if not more so.

As seen from the point of view of a military member, ingratiating can change a person's outlook from one of respect and duty, to one of disgust and discouragement. In the paragraphs that follow, I show how I analyzed the perceptions of my research subjects when exposed to this mindset. As for Vignette 1, I wrote a brief synopsis to each of the questions as expressed through

the code grouping analyses collected from table 6, and then I synthesized the questions for a better understanding of the results from Vignette 2.

Table 6

Thematic Code Listing by Question: Vignette 2

Theme	Question #1 (Bystander)	Question #2a (Commander)	Question #2b (Peer)	Question #2c (Subordinate)	Question #3 (Advocate)
Emotive Expression (Feelings)	Fear the possibility of subordinate misdirection	Uneasy caution	Discouraged, suspicious	Insidious behavior	Resentment
Identifying with the Concept (What I'd Do)	Tell him to lead wisely	Caution: lead wisely	Advise him to downscale ingratiative behavior	Ethical response	Pressure can urge accomplishment
Offering Support (Advice for Others)	Represent leadership tradition wisely	Caution: lead wisely	Advise professionalism	Ingratiative gains: still insidious	Be transparent, apply honest measures
Resistance to the Behavior	Insidious behavior	Stop inappropriate behavior	Unacceptable behavior cannot stand up to ethics	Indecision and avoidance	Challenge the behavior
Soliloquizing (Stating the Case)	Inexperienced; inappropriate behavior	Stop inappropriate behavior	Mission before manipulation	People do well despite bad decisions	Be transparent, apply honest measures

Question 1

In Table 6, I synthesized all the codes which fell under Question 1 (*bystander's perspective*) by theme, to synthesize the following narrative string (*fear the possibility of subordinate misdirection; tell him to lead wisely; represent leadership tradition wisely; insidious behavior; and inexperienced; inappropriate behavior*), to characterize the overall concept expressed collectively by all the subjects answering Question 1 in the second vignette. The resulting synopsis reads as follows:

I think there's a possibility he's misdirecting his subordinate. I would remind this commander to lead wisely, and to remember to represent the leadership tradition appropriately. This is insidious behavior, which is always inappropriate. It shows a lack of experience.

In comparison, Subject S13's answer was along the same lines as this synopsis. He indicated that the subordinate was being misdirected (put this new employee in a position that the new employee has to go out of his way), and illustrated the confusion the subordinate might experience as a result. S13 suggested that the new commander's judgment might be clouded (insidious behavior, inappropriate, inexperienced), and that he would not benefit from the relationship (i.e., the boss is about to make a mistake).

The commander...put this new employee in a position that the new employee has to go out of his way, I guess to ingratiate himself to the commander. So, what happens..., from then on, whether consciously or unconsciously, this employee is going to, when decisions come up to be made, and the alternate's chosen, and priorities selected, and options looked at, one of his top, if not *the* top, criteria when he starts to make a decision is, *how this is gonna make me look to the boss?* And that kind of sets...them both up to failure...Because... this guy's judgment about things is always going to be clouded by, "What if I don't please the boss when I do this, even if the boss *is* about to make a mistake?"

In comparison, Subject S13's answer was along the same lines as this synopsis. He indicated that the subordinate was being misdirected (put this new employee in a position that

the new employee has to go out of his way), and illustrated the confusion the subordinate might experience as a result. S13 suggested that the new commander's judgment might be clouded (insidious behavior, inappropriate, inexperienced), and that he would not benefit from the relationship (i.e., the boss is about to make a mistake).

Research questions. The narrative resulting from V2Q1 helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V2Q1 shows that misdirecting subordinates (as represented in Vignette 2) is deemed unwise, insidious and inappropriate. This kind of behavior is seen to show inexperience, and the manager needs to be reminded to represent the leadership tradition appropriately.

Question 2a

Interview Question 2a, which asked the subjects how they would feel if they had witnessed the situation in Vignette 2, as the *commander of the commander* in Vignette 1, placed the subject under the perspective of seeing the commander in Vignette 2 as a subordinate. This perspective allowed the subjects freedom of influence over the commander in the vignette. Using the codes which fell under Question 2a (*uneasy caution, caution: lead wisely, caution: lead wisely, stop inappropriate behavior, and stop inappropriate behavior*), I synthesized the following synopsis:

As this man's commander, I'd rather not have to be suspicious of him at this point, but I feel that I need to use caution in this case. In turn, I have to caution *him* that he must lead wisely, and I mean to tell him to stop this inappropriate behavior.

Subjects S1 and S3 best represented the general attitude toward Question 2a.

Subject S1 suggested that the commander was approaching the subordinate in the wrong manner, not the best way to motivate a subordinate: he needs to set an example. Subject S1 said he would encourage the commander in the vignette to set a better example. S1 also stated that the commander's actions would be noted on his next evaluation report, which would be a sign of caution to the commander. S1 stated:

I would think that he's approaching it in the wrong manner....(F)or most people that's not going to be the best way to motivate them....(I)t would motivate them, but not in a way that is gonna be most beneficial in the long run....I just wouldn't respect that style of leadership....I would...try to set a different example, and encourage him to do the same....(H)opefully I wouldn't...motivate people to be yes-men....I could...say that it would...be noted in his (evaluation), (which)...would not...bode...well for...his career.

S3 said he would caution the commander about his inappropriate behavior, and would let him know how he should behave in his command position:

I think...I would have to caution, if I had a subordinate..., setting this kind of tone in a meeting. I would have to caution him that..., although he said he really...didn't want 'yes men' or brown-nosers, it's *exactly* what he's asking for....(I)f I were...his boss..., I would have to counsel him that that type of approach to subordinates...would...not be appropriate.

Question 2a focused on the point of view of the observer being the commander of the vignette commander. From this standpoint, the subject was uniquely able to think from the more

powerful position of being free to immediately influence the vignette commander's future. All the subjects assumed the duty responsibly, aiming to make corrections to the vignette commander's behavior. Their responses were consistently aimed at helping him to move forward in his new position, but to begin by being more professional, and by making himself very clear when addressing his subordinates. Intentional misleading of one's subordinates is frowned upon, and can only result in failure.

Research questions. The narrative resulting from V2Q2a helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V2Q2a shows that a manager should exercise caution when a subordinate manager of encouraging their own subordinates to ingratiate. Managers perceive they should also caution the encouraging manager to lead wisely, and to warn him against inappropriate behavior.

Question 2b

Interview Question 2b asked how the subject would feel if he or she had witnessed the situation in Vignette 1, as the *peer* of the new commander, which offered the subjects a chance to view the situation in Vignette 1 as one of the vignette commander's fellow commanders. Using the codes which fell under Question 2b (*discouraged, suspicious, advise him to downscale ingratiation behavior, advise professionalism, unethical behavior cannot stand against ethics, and mission before manipulation*), I synthesized the following synopsis:

I would feel discouraged and suspicious. I would advise him to downscale this ingratiation behavior; I would advise professionalism, and I would suggest he focus on

mission before manipulation. This is unethical behavior, and cannot stand against established, ethical guidelines.

The way subject S13 said he felt was along the same lines as this synopsis. He indicated that he would tell the commander he was entrusted to do his job. He said he would prefer the commander tell the subordinate that he was giving him the latitude to make the distinction. He said he would tell the commander to "pull it back," that the mission comes first. An excerpt from his interview shows how he felt about the commander's behavior:

If I were the boss,...I would think I had a problem on my hands. I would have much preferred him to be saying things like, "I want you to do your job, I'm going to trust you to do it as long as you're doing it properly, and I'm going to give you the latitude to (do that)."...I would probably call that commander in, and say, look: rather than what you did, you need to pull back, and don't set yourself up like that, and set *him* up like that, to do things just to please you...Because we've got a bigger mission in mind, and the mission comes first.

With Question 2b, I wanted to capture the subjects' feelings of being a peer to the misbehaving commander. This perspective was intended to invite the subject into the possibility of being able to advise the vignette commander, without having the power to sanction him for any wrongdoing. The combined result of this question found the subjects to feel discouraged, suspicious and wanting to advise the vignette commander to behave professionally. The general feeling was to advise him to ethically focus on the mission at hand, and to discontinue manipulating his subordinates.

Research questions. The narrative resulting from V2Q2b helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V2Q2b shows that managers who are peers of other managers perceive that unethical behavior cannot stand against established standards. They felt that they should advise their colleague to downscale their ingratiation behavior, suggest the manager focus on mission before manipulation, and would consistently advise professionalism.

Question 2c

Question 2c, which asked the subjects how would feel if they had witnessed the situation in Vignette 1 as a *subordinate* to the commander, placed the subjects on the receiving end of the commander's suggestion to ingratiate. Using the codes which fell under Question 2c in Table 5 (*insidious behavior, ethical response, ingratiation gains still insidious, indecision and avoidance, and people do well despite bad decisions*), I synthesized the following synopsis:

This is insidious behavior, and I want to respond ethically. One can gain from ingratiation, albeit with insidious results. People can do well, despite bad decisions.

Subjects S5 and S11 best represented the general attitude toward Question 2c. Subject S11 spoke of the need to be careful in how he would deal with the situation, to be sure to do the right thing, and to document it for record. He expressed that while ingratiation can be insidious, but it can be the impetus for a promotion, albeit dubious. He stated:

Well, I'd probably think, I got a job to do; I'm gonna do the best job I can do. And I'll work with him the best I can....(T)here's all kind(s) of different people that are

commanders: some are good, and some don't make good impressions

early...I'd just have to say, hunker down....I'll deal with him when...I have to deal with him. But I've...got...my operation to run, so...that's something that I've got to work...with. I mean, I don't get a choice...that's kind of how I'd have to feel.

Subject S5 reflected the idea that people can still do well, despite bad decisions. He stated, "...most organizations can survive a bad commander or a bad supervisor... (S)ometimes they survive *in spite of* the bad supervisor or commander, and sometimes they shine *because of* the supervisor or commander."

Question 2c placed the subjects on the receiving end of the new commander's suggestion to ingratiate. From this perspective, they declared that his behavior was insidious, and that they wanted to respond ethically. They avowed that a person can gain from ingratiation, but with negative results. Despite these conditions, they wanted to state that people can do well, despite bad decisions, portraying a sense of forgiveness and perhaps a willingness to improve on less-than-desirable conditions.

Research questions. The narrative resulting from V2Q2c helped to answer one of the original research questions, Research Subquestion 2 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V2Q2c shows that they perceive that the encouragement to ingratiate as illustrated in Vignette 2 is insidious behavior, and they want to respond ethically. One can gain from ingratiation, they believed, albeit with insidious results. However, they believed people can do the right thing, despite a manager's decision to behave badly.

Question 3

Question 3 asked the subjects whether they could imagine agreeing with the management technique in this Vignette 2, and asked how they would share the results with their peers, which changed the dynamic of the interview somewhat. With this question, instead of placing the respondents in the position of an observer, I not only asked them to reflect on the commander's message, I also asked them to reveal whether they thought the commander's behavior might have some value. Given this idea to consider, they then had to relate their idea to some of their peers.

Hearing the question two-fold, subjects had to think about how they should answer. This in turn allowed them to consider varying possibilities for the best way to answer this question, and provided a richer, more in-depth answer. I synthesized the codes for Question 3, *advocate's perspective, (resentment, pressure can urge accomplishment, be transparent, apply honest measures, challenge the behavior, and be transparent, apply honest measures)* into the following synopsis:

Despite any resulting resentments, pressure can urge accomplishment. In his case, I would be more transparent and apply more honest measures. I would still challenge this behavior, but I would prefer to be transparent and honest.

Subject S2 suggested that pressure can urge accomplishment, but can build resentment; S6 suggested being honest and transparent; S13 proposed challenging the commander's behavior; and S5 said he would continue to be honest and transparent:

...sometimes you just gotta drive people hard. To get it done. And it doesn't matter if they like you. Ah, sometimes, if you have a...group that, their morale, they just don't get along

with each other, sometimes giving them, sometimes giving them a common enemy will bring them together, but that could be a dangerous game to play, as a leader.

Subject S6 suggested clarity and transparency, and to give plenty of feedback. He stated:

And ah, so... ah, you want to be, you want to be up with the... ah, up front with everybody, and ah, let 'em know that, hey: those are tough some times, and ah, I want your feedback, but at the same time.

Subject S13 wanted to have a meaningful conversation with the vignette commander. He wanted to ask the commander's true intent, and to advise him that fairness and ethical intent are hugely important in relationships with subordinates. He stated:

Well, what would have been ideal is for the commander got through saying that, to say, okay, if you really believe that, we've got to talk, because here's the way it really is...That would be a way to feel somebody out, I guess, to see what their reaction to it was. I don't know if it's a fair way to do it, but it would be a way to size somebody up and kind of give them a little, I guess you'd say, an ethics quiz, right there on the first day....Again, because it makes it about them, and not what you're trying to get done. I think that oughta be clear to everybody, is *where is this ship headed?*

Subject S5 wanted to advise the commander that to get respect from one's subordinates, a leader must show appreciation and recognition for their accomplishments and hard work; he advised that getting respect in less respectful ways is to waste one's time. He stated:

A good commander, a good supervisor will garner respect from people, to where they want to ah, be on their good side, and do a good side, they foster an air of

accomplishment and recognition, but they don't look to be, you know, worshipped, so to speak, or kowtowed to, ah, I don't find much use for this scenario, in anything I've ever done.

True to the subjects' comments, they showed a belief that although pressure might urge accomplishment, a commander needs to be more transparent, and to apply more honest measures. The vignette commander's behavior needed to be challenged, but with straightforward honesty and clarity of intent.

Research questions. The narrative resulting from V2Q3 helped, in part, to answer three of the original research questions, Research Subquestion 1 (*How do managers perceive how other managers promote ingratiation as an acceptable activity?*). The synopsis in V2Q3 shows that managers sometimes believe pressure can urge accomplishment, but it can result in resentment. However, they tend more to believe that they can operate transparently and apply honest measures and felt they would challenge inappropriate behavior such as the encouragement of ingratiation for personal gain.

The narrative also helped, in part, to answer Research Subquestion 3 (*How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness?*). The synopsis in V2Q3 shows that managers felt that to pressure a subordinate into ingratiation can result in a degree of performance improvement, but the exchange would ultimately result in unnecessary resentment. They believed it would be best to challenge the behavior when it arises, and to further encourage honesty and transparency.

The narrative also helped, in part, to answer Research Subquestion 4 (*How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?*). The synopsis

in V2Q3 shows that they felt that the encouragement of ingratiation is most often inappropriate, and has no positive aspect worthy of sharing. However, they felt that despite resentments arising from such activity, pressure can urge accomplishment, but transparency and honesty far outweigh gains made in such a way.

Summary of Vignette 2

The general attitude toward the situation in Vignette 2 was, first, concern for the allegedly misdirected subordinate, and concern for the vignette commander's behavior, which was expected only to confuse the subordinate. Subjects admitted the commander's judgment seemed clouded, and that he was in the process of making a grave mistake. The subjects seemed determined to help correct the vignette commander's behavior, to help him move forward professionally in his position. Subjects invariably expressed the opinion that intentional misleading of one's subordinates is frowned upon, and that they wanted to advise the vignette commander to focus on the mission at hand, and to discontinue manipulating his subordinates. The questionable behavior needed to be challenged, but with straightforward honesty and clarity of intent.

Aside from the specifics of intent already mentioned, some subjects suggested that a person can gain from ingratiation, but is more likely to risk a negative outcome. They also suggested that, despite a manager's bad decisions, people can maintain a reasonable performance level, and although putting pressure on one's subordinates can sometimes urge accomplishment, a manager should strive to be transparent and honest in the way they do business. Having made that clear, the same subjects conveyed that they wanted to be fair and forgiving to the vignette commander, and hoped he would be willing to improve on his less-than-desirable behavior.

Vignette 3

The commander in Vignette 1 somewhat forcefully encouraged several subordinates to ingratiate. In Vignette 2, the commander encouraged ingratiation to a single subordinate, suggesting the subordinate suspend his own judgment inappropriately. In vignette 3, the commander not only encouraged ingratiation to a subordinate, but cited an example of how it would benefit his organization. In Vignette 3, subjects came to realize that ingratiation is not always insidious.

Table 7

Thematic Code Listing by Question: Vignette 3

Theme	Question #1 (Bystander)	Question #2a (Commander)	Question #2b (Peer)	Question #2c (Subordinate)	Question #3 (Advocate)
Emotive Expression (Feelings)	Urgent caution	Uneasy concern	Regretful bitterness	Support the mission	Cautious observation
Identify with the concept (What I'd do)	Encouraging leadership lessons	Offer a professional example	Guarded mentorship	Support the mission	Support the mission
Offer support (Advice for others)	Ethical caution	Proceed with caution	Cautious encouragement	None	Support the mission: cautious advancement
Resistance to the Behavior	Cautious anticipation	Cautious observation and self-preservation	Cautious encouragement	Challenge the behavior	
Soliloquizing (State the Case)	Resourceful over-familiarization	Political mentorship	Defining the behavior	Support the mission/challenge the behavior	Cautious encouragement of promoting ingratiation

Question 1

In Table 7, I synthesized the codes under Question 1 (*bystander's perspective*), (*urgent caution, encouraging leadership lessons, ethical cautious, cautious anticipation, and resourceful over-familiarization*), TO build a synopsis I then used to characterize the overall concept

expressed collectively by all the subjects answering *Question 1* in the second vignette. The resulting synopsis reads as follows:

I would urgently caution this commander, and encourage the lessons of leadership. He needs to use caution and needs to be strictly ethical. He needs to anticipate how he will affect the future of the organization. He needs to be cautious of over-familiarization with superiors, while maintaining his resourcefulness.

In comparison, the building blocks for this synopsis were spread throughout the comments made by the subjects while answering Question 1 for Vignette 3. Specifically, although S2, S3, S4, S5, S7, S8, S9, S11, S12, and S14 were directly involved in providing valuable input to the coding for the synopsis above, for brevity, I only provide some statements from S2, S7, S8, S11, and S12.

S7's statement, below, indicates the use of a degree of caution and ethics, illustrating how shocking it was to hear that the commander suggested ingratiation to a senior NCO:

Chiefs are the right-hand man, and ah, and of course ah, a chief, or maybe to that point..., being a good...steward of ah rules, regulations and stuff like that, and...I could imagine if you heard something like that, that would be, ah...kinda shocking, to be quite honest.

S11 followed up to S7's shock, saying, "It just smells a little fishy there, to me...Then...I would be real leery of him, and think I... (would ask)...what's his purpose?"

S2, making a significant suggestion about the concept of ingratiation, said:

But if they're kissing up for the right reason...completely, you know, if they're kissing up for *themselves*: that's a bad thing. If they're kissing up to take care of their troops, *that's not a bad thing*. If anything else, it's intent.

S8 spoke about being transparent and about brokering for resources, while indicating caution for commanders' overtly familiar relationships toward one's superiors, when he said:

I think that's part of the job, as a commander, and as a leader, and as a manager. To go out, and get the resources for your folks...And again, we don't have to be perfect. But we got to be hard integrity and we gotta be transparent. So you got to be careful with this kind of situation...But off of the other side of that coin is you get so familiar is that sometime you can cross professional lines. Or become too familiar, and people get to feel this search to rely too much, ah, can't separate, at certain times, that friendship from the professional relationship.

A statement S12 made, related to the sentence in the synopsis, suggested that the commander needs to anticipate how he will affect the future of the organization. He said:

Well I mean, I would be leery of it, I mean, ah, it's one of those things... it's great to get the funding, but what's the down-the-road payback for it, and that's what you never know, until, probably, years later.

Assuming the role of an observer, the subjects, though upset at the commander's behavior in this vignette, seemed to agree to urgently caution the vignette commander, and wanted to encourage the lessons of leadership. They invariably suggested a strict adherence to ethics, and for him to focus on the future of his organization. Many of the subjects agreed that

kissing up for the sake of the mission and the people, vs. for himself, was a step in the right direction; but perhaps even more significant was the need to caution the commander about over-familiarizing with superiors, and for him to strive for resourcefulness over politics.

Research questions. The narrative resulting from V3Q1 helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V3Q1 shows that they suggest that the subjects wanted to urgently caution the commander about the risks involved in rubbing elbows with high-level officials, and to encourage the lessons of ethical leadership. They expressed a belief that such a manager should use caution, and should give his behavior full ethical consideration. They suggested that a manager should look ahead to how his behavior might affect the future of his organization. They declared that a manager and leader should be free to use his or her resourcefulness, but needs to be cautious of over-familiarization with public figures.

Question 2a

Interview Question 2a asked the subjects how they would feel if they had witnessed the situation in Vignette 2, as the *commander of the commander* in Vignette 2. This question placed the subject under the perspective of seeing the vignette commander as a subordinate. This perspective allowed the subjects to imagine having freedom of influence over the vignette commander. Using the codes which fell under Question 2a (*uneasy concern, offer professional example, proceed with caution, cautious observation, and self-preservation, political mentorship*), I synthesized the following synopsis:

I feel uneasy about this, and concerned. As his commander, I would offer a sound, professional example, while exercising cautious observation and some degree of political mentorship, while making sure this doesn't affect my own career.

Subject S7 reflected the feeling of uneasiness from the point of view of the commander's commander:

If I was his commander, I would probably feel like that he had circumvented any kind of chain of command; only, it would probably be one of those things, you'd probably hear about it coming from the *other* direction, rather than coming up the chain.

S8 suggested offering a sound, professional example for the commander in Vignette 3:

But if they believe...they're trying to do what's right, whether it's your boss, or it's your subordinates...I believe that goes a long way. They may not agree with your decision; they may not agree with you...with how you're doing it. But if you've consistently shown to be a person of integrity, and try to do what's right, for the right reasons, and *consistently* do that...and they believe that you truly have their best interests at heart, and the team's best interests vs. your own, selfish interests, people, I think, will forgive a lot.

S13 suggested that he would proceed with caution if faced with the situation in Vignette 3, Question 2a:

Or, either...at the comm level, you know, the new computer systems, whatever it might be, big data lines, or high-powered computers, or a new building, or whatever it might be...If the need is there (and, in some ways, I don't see a problem with asking), but it's having that as a way of operation, and, as, you know, as *the way* to get things done, by

doing good things for this politician, inviting him to a company and doing all this sort of thing, to get him to where he would do the commander's bidding, I...to me it's out of line.

S1 expressed an uneasy concern with the situation:

But I don't know that it would really...work in the long run, because, you know...it's gonna hurt him in the long run, because he won't...ask honest advice from his subordinates. And I wouldn't either, if I used that style. But it would probably motivate some people...they would know what their goings (on) are, that all they would have to do is make *me* happy, and *make me look good*, and then...,take care of them, and so it...you know, it might be advantageous for some of 'em.

S10 expressed how he might engage in a kind of political mentorship to reconcile the vignette commander's behavior:

Well, as far as the commander of this guy, again, if I found out about it, I would have a lot of questions for him, about, uh, what do you mean, using political connections? Don't you think you would be more appropriate...? I would find it as a teaching tool; it would be a useful opportunity...I would feel responsible to use that opportunity to better understand who I have working for me, and maybe teach them, '*Hey, this is not right. This is not what you should do.*' Or, have you considered the ramifications? Have you considered going through all the budgetary channels, to submit your requirements, and work those?

Taking of the perspective as commander of the vignette commander when answering question 2a allowed the subjects freedom of influence over the commander in the vignette. The subjects felt an uneasy concern about the situation, and suggested offering a sound, professional example, while exercising a degree of political mentorship. Although most subjects cautiously said they could see the point of the vignette commander's behavior, a few subjects' attitude was to engage in a kind of political mentorship to reconcile the vignette commander's behavior, but to make sure the situation didn't affect their own career.

Research questions. The narrative resulting from V3Q2a helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis in V3Q2a shows that, from the point of view of the manager's supervisor, he or she believes they would feel an uneasy concern about the behavior. As the manager's supervisor, they felt that offering a professional example to the manager would be beneficial, but that they could still, albeit cautiously, offer a degree of political advice and mentorship, but not to the point of putting their own career at risk.

Question 2b

Interview Question 2b asked the subjects how they would feel if they had witnessed the situation in Vignette 3, as the *peer* of the vignette commander. This scenario offered the subjects a chance to view the situation in Vignette 3 from the point of view of being one of the vignette commander's peers. Using the codes which fell under Question 2b (*regretful bitterness, guarded mentorship, cautious encouragement, cautious encouragement, and defining the behavior*), I synthesized the following synopsis:

I would regret being involved in such behavior, and I would feel somewhat bitter. I would try to mentor him, while making sure it doesn't affect my own credibility. I would make sure the behavior was well-defined and carefully executed, while cautiously encouraging him.

Many responses were matrally combined and analyzed in order to derive the synopsis above. However, one subject S10's response for Question 2b corresponded closely to the concept:

Well, as far as the commander of this guy, again, if I found out about it, I would have a lot of questions for him, about, uh, *what do you mean, using political connections?* Don't you think you would be more appropriate...? I would find it as a teaching tool; it would be a useful opportunity. It's kinda like having kids, you know, you have teaching moments, and to me, that would provide for me... and I would feel responsible to use that opportunity to better understand who I have working for me, and maybe teach them, *'Hey, this is not right.* This is not what you should do. Or, have you considered the ramifications? Have you considered going through all the budgetary channels, to submit your requirements, and work those?

Answering from the perspective as one of the vignette commander's peers in this question, the subjects indicated bitterness and regret at being involved in the perceived negative behavior. They first wanted clarification about his intentions, but admitted they wanted to try to mentor and teach him, while making sure to protect their own credibility. They wanted to make sure the vignette commander openly defined his plans and carefully executed them, while

cautiously encourage him to consider submitting his requirements through the proper budgetary channels, and to work them in an honorable manner.

Research questions. The narrative resulting from V3Q2b helped to answer one of the original research questions, Research Question 1 (*How do managers perceive how other managers encourage ingratiation in their subordinates?*). The synopsis derived for V3Q2b shows that, if the encouragement was well-defined, carefully executed, and proven to be ethical, managers would cautiously encourage the other manager to continue. However, if the encouragement proved to be less than ethical, they said they would feel bitter about being involved in the behavior, and would regret having seen it. They wanted to mentor the manager, while making sure it didn't affect their own credibility.

Question 2c

Question 2c, asked the subjects how they would feel if they had witnessed the situation in Vignette 3 as a *subordinate* to the commander. This scenario placed the subjects at a disadvantage, somewhat reducing their ability to appropriately sway the vignette commander's decisions, but increasing their resolve to challenge any possible wrongdoings. Using the codes which fell under Question 2c in Table 5 (*support the mission, support the mission, none, challenge the behavior, and support the mission/challenge the behavior*), I synthesized the following synopsis:

I would, without variation, always support the mission, regardless of how the commander approaches me. I'm a subordinate, but there are ways to challenge this kind of behavior. Those are the two examples I would stand by: support the mission and challenge unprofessional behavior.

S8 best reflected the meaning in the synopsis:

I've worked for people that, I knew they were solid; I always knew they were gonna be truthful; and that they wouldn't lie. I knew they were gonna be professional; and they were gonna do the right (thing), the best way that they knew how. Do the right thing for the right reason, and what's best for all. And even when I didn't agree with 'em, I still respected them...at that point you're just doing what's right because it's the right thing to do. You're just following their direction because you...it's professionalism.

Question 2c placed the subjects on the receiving end of the vignette commander's suggestion to ingratiate. Drawing from this perspective, they showed they would always support the mission, under any conditions, meaning they can still challenge questionable behavior. While this might seem paradoxical, it shows that these subjects generally wanted to see the commander do the right thing, for the right reasons.

Research questions. The narrative resulting from V3Q2c helped to answer one of the original research questions, Research Subquestion 2 (*How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate?*). The synopsis in V3Q2c shows that managers generally feel they would, without variation, always support the mission, regardless of how the other manager behaves. They felt that being a subordinate entails knowing there are ways to challenge this kind of behavior. They expressed two things to stand by when one's manager behaves inappropriately: support the mission and challenge unprofessional behavior.

Question 3

Question 3 asked the subjects whether they could imagine agreeing with the management technique illustrated in Vignette 3. Subjects were asked whether they could detect a useful trait in the vignette commander's technique. If the answer was yes, they were asked how they would explain it to their peers. This plot twist at the end of the final vignette changed the dynamic of the interview somewhat.

In hearing this question, the subjects had to take a moment to reflect on the commander's message. Instead of hearing a vignette about a commander who obviously acted wrongfully, as in the first two vignettes, they now had to accept the heretofore incredible possibility that a commander can occasionally promote ingratiation in a useful way. Having accepted this uncomfortable realization, they were then required to imagine how they would admit to their peers that they now felt differently about ingratiation.

Hearing the twofold nature of this question, the subjects had to hesitate to consider the best way to answer Question 3, which provided for a richer, more in-depth response. I synthesized the codes for Question 3, *advocate's perspective*, (*cautious observation*, *support the mission*, *support the mission: cautious advancement*, and *cautious encouragement of promoting ingratiation*) into the following synopsis:

I would cautiously observe how he follows through, and in the end, I would support the mission. Supporting the mission must be kept foremost in mind, but it is always advisable to build relationships with those who can help support the organization in accomplishing its mission. However, with higher rank comes politics, which should be exercised with caution.

S13 captured the essence of the synopsis best, saying:

I would probably say that those tactics would need to be used sparingly, and with great care for the ethics involved in it. But...it's probably okay to make your needs known, but it's not okay to go over and beyond that to buy favors. So...my advice to someone...would be to use that very sparingly and very carefully, and draw the line at having the appearance of anything like bribery, or you know, tit-for-tat gifts. That sort of thing.

S2 addressed how the vignette commander should keep relationships in mind in the situation in Vignette 3: "It's like...if you need help, these are the people that you go to...and ask. You develop these relationships. You get these people to like you, so they will do you favors."

S4 addressed how he believed political posturing was important to the situation: "But, you know...the higher rank you get, the more political it becomes. And...It just seems like the nature of the beast."

Question 3 changed the dynamic of the interview somewhat, asking the subjects to reveal whether they thought the commander's behavior might have some value, and to frame how they would tell their professional peers. For the most part, they confessed they would cautiously observe how the vignette followed through, but they would still commit to keeping mission foremost in mind. They admitted that it is advisable to build relationships with outside entities who can help support the organization in accomplishing its mission, but when dealing with higher rank and position, politics comes into play, and those situations should be approached with caution.

Research questions. The narrative resulting from V3Q3 helped, in part, to answer three of the original research questions, beginning with Research Subquestion 1 (*How do managers*

perceive how other managers promote ingratiation as an acceptable activity?). The synopsis in V3Q3 shows that managers felt, depending on how the other manager followed through on the behavior exemplified in Vignette 3, they would support him; but they felt they would ultimately support the mission in any case. They also felt that it is always advisable to build relationships with those who can help support the organization in accomplishing the mission. They felt it was a common theme that with higher rank comes politics, but politics should always be approached with caution.

The narrative also helped, in part, to answer Research Subquestion 3 (*How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness?*). The synopsis in V3Q3 revealed that managers feel that carefully orchestrated political skills can enhance organizational effectiveness. However, this can only come about while focusing on the organization's mission, while strictly adhering to ethics, and while exercising caution when exercising their political ability.

The narrative also helped, in part, to answer Research Subquestion 4 (*How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?*). The synopsis in V3Q3 shows that managers felt they could safely share their observations with their peers. They also expressed that they would cautiously observe how the manager follows through, and in the end, they would support the mission. Managers felt that supporting the mission must be kept foremost in mind, but would always advise and encourage other managers to build relationships with those who can support the organization in accomplishing its mission. With higher rank comes politics, and politics should be exercised with caution.

Summary of Vignette 3

Vignette 3, while similar to the other vignettes, introduced a situation where ingratiation is often tolerated: the political arena. Political skill resembles ingratiation somewhat, but implies that ingratiation is best left to leaders who do so to improve the lot of their unit, their people, and the mission at large. What is needed in such a case is a strict adherence to ethics and a focus on the future of the organization. Subjects' attitudes reflected the admission that kissing up for the sake of the mission and the people, vs. for oneself, was a step in the right direction; but perhaps even more significant was the need to caution fraternizing and over-familiarizing with superiors, and to strive after ethical acquisition of resources.

As managers, subjects were clear that the vignette commander's intentions must be pure, and avowed they wanted to mentor and teach him, while making sure to protect their own credibility. They imagined they would tell him to openly define his plans and carefully execute them, while cautiously encouraging him to consider submitting his requirements through the proper budgetary channels, and to work them in an honorable manner.

Political mentorship appeared to be a commonly unspoken expectation among the subjects. Although admitted seeing the point of the vignette commander's behavior, they argued that one must make sure the situation didn't affect one's own career. They showed they would always support the mission, under any conditions, meaning they can still challenge questionable behavior. Subjects generally wanted to see the commander do the right thing, for the right reasons, reflecting that respect comes more easily when the intentions are genuine.

Subjects wanted to cautiously observe how the vignette commander followed through, but they still wanted to see a commitment to keeping mission foremost in mind. They advised

building relationships with outside entities who can help support the organization in accomplishing its mission, but when dealing with higher rank, politics comes into play, and those situations should be approached with due caution.

Summary

Data Analysis

In the analysis illustrated in this chapter, the research questions, based on the problem statement addressed in Chapter 1, dictated how the interviews were built. The concept map shown in Figure 7 outlines the research process, beginning and ending with the problem statement. Interview questions and vignettes were written to help the subjects formulate inferences whence the data were extracted. Data was synthesized from a combination of the thematic codes produced from observable themes which emerged from answers to the interview questions. The overall synthesis, based on how subjects answered interview questions, was reconciled by further summarizing the results in light of *the original research questions*. Once the research questions were answered, the problem statement could then be re-addressed.

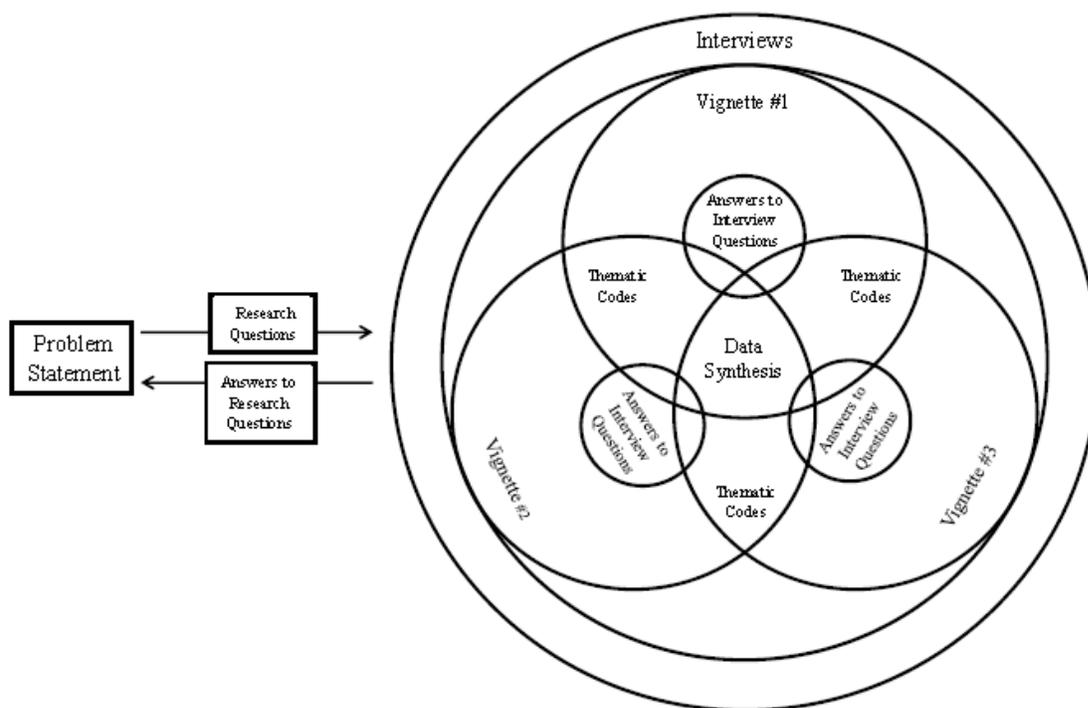


Figure 7. Venn diagram/concept map of overall analysis.

Synopsis of Results

Regardless of rank or position, the general attitude about self-serving ingratiation was disappointment, concern for the manager's clouded judgment, and concern for affected subordinates. The majority of subjects wanted to have a private audience to question and counsel managers who encouraged ingratiation on their subordinates for apparent personal gain. Most subjects said they wanted other managers to clarify why they would engage in such inappropriate behavior. They felt that managers often want to help correct other manager's behavioral mistakes. However, many were willing to give them the benefit of the doubt, offer the other manager a second chance, and perhaps offer some support or counseling. They felt that most often, managers want to help from their own personal generosity and professionalism.

Some managers, on first impulse, want to distance themselves from the perceived misbehaving managers, and some were concerned they might lose their job for their desire to be honest. Managers principally see no value in other manager's management techniques under the guise of ingratiation, and want to respond to this behavior with careful consideration to ethics, values, relationships, common sense, and mission accomplishment. Some managers believed a manager might gain from ingratiation, but not without risking negative outcomes. When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority, managers tend to recognize the need for political skill in such situations. They feel that political skill resembles ingratiation, but implies that ingratiation is best left to leaders who do so to improve the lot of their organization, its mission, its people, but *never* for personal gain.

Managers believe that ingratiating oneself upward for the sake of mission improvement and better conditions for their subordinates is acceptable, whereas ingratiating oneself for personal gain is inappropriate. They believe that managers need to avoid over-familiarization with superiors, and should strive for ethical acquisition of resources. Managers believe a manager's intentions must be pure; they want to mentor and teach managers who fall short of the mark, while making sure not to risk their own credibility. Managers felt that other managers need to openly define their plans and carefully execute them, while honorably submitting requirements through the proper budgetary channels.

Managers generally favor offering political mentorship to other managers, but, in practice, it appears to be a commonly unspoken expectation. Although they admit seeing the point of ingratiating oneself to a superior authority for the sake of the organization and its

people, they still argue that managers must be careful it does not damage their own career. Managers approve of building relationships with outside entities who can help support one's organization in accomplishing its mission, but felt strongly that ingratiating oneself upon people of higher rank and position is risky, and requires a combination of political skill and caution.

Introduction

The purpose for this body of research was to qualitatively explore managers' perceptions of other managers who encourage and promote ingratiation. I chose retired field grade officers in the ANG to interview, using vignettes as a hypothetical basis for various situations involving leaders' encouragement of subordinate ingratiation. Air National Guard leadership roles (managers) constituted the target environment for this study (bounded context), retired field grade officers in the Air National Guard defined the specific case, and ingratiation was the phenomenon of interest.

I used conventional content analysis to analyze the themes which arose from the vignette-based interviews I captured. Paired with emotion coding and in vivo coding, I used conventional content analysis to manually code the themes to derive first-cycle and second-cycle codes. I synthesized the second-cycle codes into synopses, from which I wrote narrative results, based on individual interview questions.

When a manager seems to encourage ingratiation as a sole means of influence before considering other ways to lead their subordinates, or when a manager encourages ingratiation in exchange for reward, subjects said they would be shocked at the behavior. Posing as the manager's supervisor, subjects wanted to correct the behavior and to see the commander get back to work. From the peer's perspective, subjects wanted to exercise caution in dealing with the erratic behavior. However, they also wanted to advise the ingratiation-encouraging manager to practice ethical behavior, and to be responsible and accountable for his or her own actions.

From the perspective of the subordinate, subjects wanted to do the right thing, but feared reprisal. Subjects agreed that the management styles of the managers in the first and second vignettes had no intrinsic value. They resented the manager's having misled his subordinates in such an insidious manner. Subjects wanted to do the right thing in such cases, and to assist in mentoring, advising and ultimately correcting the actions of the commanders.

Observing how a manager could encourage ingratiation by example, ingratiating himself upon a superior-level authority, subjects still became cautious, having experienced similar situations themselves. They perceived it to be more acceptable to stand by a person who does his best to represent his base, his people, and his mission. Subjects then found that they could see the point in how a commander might use ingratiation, albeit politically, in performing his duties.

I conducted this study to ultimately assist scholars and managers to recognize, discuss and contend with manager-promoted ingratiation, and if appropriate and ethical, to accept it. The findings thus far, which enabled me to answer the original research questions, also addressed issues of psychology, management science, political science, and ethics. The perceptions revealed in this study represented all of these concepts, and showed that, of the subjects involved, all preferred the loftier values of pride and professionalism over any gains possible through involvement in ingratiation.

Interpretation of Findings and Discussion

To illustrate the findings of this study, I followed the framework used for the research design I laid out in Chapter 3, in the methodology section. The original research questions I designed for this study provided a referent for designing the research, which became a qualitative case study based on the environment of organizational leadership. The research environment

provided a common theme for the chosen subjects: the managerial perspective of field-grade officers who retired from the ANG, particularly from a base familiar to the author.

I opened each interview by reading three successive vignettes to each subject, asking interview questions after each vignette. Each vignette reflected a variation in theme, based on how managers encourage ingratiation to their subordinates. The premise of the first vignette described a commander (manager) who not only encouraged, but demanded ingratiation to multiple subordinates, feigning humor. The second vignette included a manager who encouraged ingratiation to a single subordinate in exchange for the promise of reward.

The premise of the third vignette depicted a commander who condoned ingratiation to a single subordinate by example, explaining how he personally ingratiates himself upon a superior-level authority. To interpret the findings from this study, I show how each research question was reconciled with the analysis results, with variations outlined in how the vignettes were constructed. The results for each research question are presented below.

Interpretations for Research Question 1

The primary research question for this study was: How do managers perceive how other managers encourage ingratiation among their subordinates? This question related directly to the problem statement, wherein the problem lay in the disparity between ingratiation as a problematic activity, and its utility by creative managers. The following sections reveal how the analysis provided an answer to this question, in relation to vignette synopses.

When a manager encouraged ingratiation without offering consideration for the subordinate, feigning humor. Under this scenario, the manager not only encouraged, but demanded ingratiation to multiple subordinates. Deluga and Perry (1994) posited that self-

serving ingratiation can be damaging to relationships, group interactions, and organizational performance. In light of how managers perceive how other managers encourage ingratiation in their subordinates at the peer level, managers tend to feel disappointment at another manager's perceived bad behavior. They feel a mixture of confusion, resistance to being manipulated, and a loss of respect, which relates to Vonk's (1998) assertion that ingratiation in the workplace is considered unfair, deceptive, and insidious. It also relates back to Deluga and Perry's (1994) work, which revealed how employees perceive ingratiation as taking unfair advantage, creating hidden agendas and causing negative feelings between employees.

Managers in this case felt they should investigate and determine the truth about the inappropriate behavior, and should proactively correct the behavior if their suspicions were confirmed. Generally, managers want to support the suspected manager, albeit in compliance with ethical standards. They felt they would do the right thing, regardless of whether the acting manager agrees. Trepanier, Fernet and Austin (2015) suggested that unselfish, moral-minded employees tend to be better employees when mentored by supportive managers. Deluga and Perry (1994) suggested managers would do well to encourage better working relationships by promoting trust and showing supportive influence among subordinates (Deluga & Perry, 1994).

When a manager encouraged ingratiation in exchange for reward. Deluga and Perry (1994) posited that self-serving ingratiation can be damaging to relationships, group interactions, and organizational performance. In light of how managers perceive how other managers encourage ingratiation in their subordinates, managers questioned in this area of the study felt that people in management positions should exercise caution when encouraging their own subordinates to ingratiate, and that they should lead wisely, and be careful to avoid inappropriate

behavior. They believed that misdirecting subordinates is unwise, insidious, and inappropriate. They suggested that this kind of behavior shows inexperience, and managers who act this way need to be reminded to represent the leadership tradition appropriately. Gentry, Gilmore, Shuffler, and Leslie (2012) stated that ingratiation not only affects the ingratiator and the supervisor, but has potential to cause a wider scope of collateral damage. Further, in describing their ego depletion theory, Carlson, Carlson, and Ferguson described the just-in-time aspect of ingratiation, positing that, over time, an ingratiator's supply of resources becomes depleted, limiting the amount time which deceptive ingratiation can be perpetuated in the workplace (Carlson, Carlson & Ferguson, 2011).

Vonk (1998) suggested that ingratiation for personal gain can raise questions about honesty, loyalty, and ethics (Vonk, 1998). Managers questioned in this study perceived that encouraging ingratiation in subordinates in exchange for special treatment goes against recognized standards of ethics. They felt that they should advise their colleagues to downscale their ingratiative behavior. They believed they would consistently advise professionalism, and suggest that the manager focus on mission before manipulation.

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority. The scenario in the third vignette expressed how a manager condoned ingratiation to a single subordinate by example, explaining how he personally ingratiates himself to a superior-level authority. In relation to how managers perceive how other managers encourage ingratiation in their subordinates, subjects in this study suggested they would urgently caution the activity, and encourage the lessons of leadership. They believed such a manager should use caution himself, and should give it full ethical consideration. A manager's supervisor

would feel an uneasy concern about the behavior, and would feel that offering a professional example to the manager would be beneficial, but that they could still, albeit cautiously, offer a degree of political advice and mentorship, but not to the point of negatively affecting their own career. Gentry, et al. (2012) suggested that political skill brings long-term results and builds a positive reputation among peers (Gentry, et al., 2012). In contrast, ingratiation's self-serving intent brings short-term results, and can ruin the person's reputation (Deluga and Perry, 1994).

If the encouragement was well-defined, carefully executed, and proven to be ethical, managers suggested they would cautiously encourage this manager to continue. However, if the encouragement proved to be less than ethical, they felt they would regret being involved in the behavior, and would feel bitter about having seen it. They felt they would then choose to mentor the manager, while making sure their involvement didn't affect their own credibility. This further confirms what Vonk (1998) found, that ingratiation expressed for personal gain can raise questions about honesty, loyalty, and ethics.

Chen, Lin, Tung, and Ko (2008) observed that when managers encourage employees to engage in ingratiation, they can influence these ingratiating behaviors for more positive outcomes. Managers questioned in this study believed that a manager should look ahead to how he might affect the future of his organization. They believed a manager should feel free to exercise resourcefulness, but needs to be cautious of over-familiarization when dealing with higher-level authorities.

Interpretations for Research Subquestion 1

Subquestion 1 was: How do managers perceive how other managers promote ingratiation as an acceptable activity? This question clarifies the primary research question and opens the examination of the disparity between ingratiation's generally agreed-on reputation, and its use as a catalyst for mission accomplishment (Lapatin et al., 2012). Three scenarios came under scrutiny to answer this question, as shown in the following paragraphs.

When a manager encouraged ingratiation without offering consideration for the subordinate, feigning humor. In light of how managers perceive how other managers promote ingratiation as an acceptable activity, the general indication was that ingratiation as represented in Vignette 1 is not acceptable, and the manager acted inappropriately. In this light, the managers' perception of how others promote ingratiation reflected disappointment, and a determination to help the vignette commander see that. This is related to Gentry, et al.'s (2012) assertion that bystanders can generally detect the difference between a person's true rapport with people and their using ingratiation to take advantage of people.

When a manager encouraged ingratiation in exchange for reward. In light of how managers perceive how other managers promote ingratiation as an acceptable activity, they sometimes believe pressure can urge accomplishment, but it can also result in resentment. This is related to Vonk's (1998) assertion that people use ingratiation as a strategy to get ahead, despite whether fellow employees might perceive ingratiation as being slimy or inconsiderate. However, managers tend to believe that other managers can operate transparently and apply honest measures; they believe they would challenge inappropriate behavior such as the encouragement of ingratiation for personal gain as illustrated in Vignette 2.

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority. In light of how managers perceive how other managers promote ingratiation as an acceptable activity, they felt that, depending on how the other manager follows through on the behavior, they would support him or her; but they felt they would ultimately support the mission in any case. They also believe it is always advisable to build relationships with those who can help support the organization in accomplishing the mission, which supports Deluga and Perry's (1994) assertion that, as ingratiation implies indifference to organizational rapport, political skill, by definition, builds rapport. Managers felt that it is a common theme that with higher rank there are more politics, but politics should always be exercised with caution. Gentry et al. (2012) found that political skill is considered to be a valuable skill by some, and produces more long-term, positive effects than ingratiation.

Interpretations for Research Subquestion 2

Subquestion 2 was: How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate? This question expands the managers' perceptions beyond their own, to their awareness of the perceptions of the subordinates in question. The ingratiator's peers also gain credence from this question, seen as bystanders to the negative effects of the activity. The disparity between ingratiation's generally agreed-on reputation, and its use as a catalyst for mission accomplishment (Lapatin, et al., 2012), was examined by this question, for its effect on commanders' perceptions.

When a manager encouraged ingratiation without offering consideration for the subordinate, feigning humor. In light of how other managers perceive how subordinates and their coworkers respond when encouraged to ingratiate, managers believed that, in general,

managers are reluctant to insinuate themselves into other managers' affairs, but they are often willing to offer their support. Managers in this situation perceived that they should strive to act properly and correctly in the face of such behavior, even at the risk of interrupting the manager's inappropriate behavior. This is related to indications by Chen, Lin, Tung, & Ko (2008), who outlined the contrast between ingratiation and OCB. Bystanders observing ingratiation generally feel disappointment and disgust (Vonk, 1998), whereas some bystanders tend toward OCB, a kind of helpfulness, is driven by an individual's sincere intention to help the organization or an individual within the organization, based on personal generosity (Chen, Lin, Tung, & Ko, 2008).

When a manager encouraged ingratiation in exchange for reward. In light of how managers perceive how subordinates and their coworkers respond when encouraged to ingratiate, they perceived that the encouragement to ingratiate is insidious behavior, and they want to respond ethically. One can gain from ingratiation, they believe, albeit with insidious results. However, they believed people can do the right thing, despite a manager's decision to behave badly. Ingratiation is often used opportunistically, rather than at random, e.g. at favorable moments, such as before a performance appraisal (Deluga & Perry, 1994; Erdogan, 2011).

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority. In light of how managers perceive how subordinates and their coworkers respond when encouraged to ingratiate, subjects said they believed they would, without variation, always support the mission, regardless of how the manager behaves. They felt that being a subordinate entails knowing there are ways to challenge this kind of behavior. They expressed that two things to stand by when one's manager behaves inappropriately are: support

the mission and challenge unprofessional behavior. This again relates to OCB, as when a person maintains a positive attitude in the face of ingratiation, out of intrinsic, personal generosity (Chen, Lin, Tung, & Ko, 2008).

Interpretations for Research Subquestion 3

Subquestion 3: *How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness?* This question allowed the presumption that organizational improvement and effectiveness is possible, even when ingratiation is encouraged. The question also inquired of the level of familiarity of the manager with the concept, and allows for an unassumed response. The disparity between ingratiation's generally agreed-on reputation, and its use as a catalyst for mission accomplishment (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012), was also examined by this question for its effect on managers' perceptions.

When a manager encouraged ingratiation without offering consideration for the subordinate, feigning humor. In light of how managers perceive the promotion and encouragement of ingratiation in relation to organizational effectiveness, managers generally understood this kind of behavior as a *detriment* to organizational effectiveness, and they tend to want to keep organizational effectiveness intact, including giving advice to the person displaying the bad behavior, even upon protest. Managers believed other managers should express their own management style, but this kind of behavior is seen as missing the mark.

When a manager encouraged ingratiation in exchange for reward. In light of how managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness, they felt that pressuring a subordinate into ingratiation can

sometimes result in a degree of performance improvement, but the exchange would result in unnecessary resentment. Further, as self-serving ingratiation generally only brings short-term results, it tends to ruin the instigator's reputation in the long run (Deluga & Perry, 1994). Managers generally believed it would be best to challenge the behavior when it arose, and to further encourage honesty and transparency.

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority. In light of how managers perceive the promotion and encouragement of ingratiation in relation to improving organizational effectiveness, managers felt that carefully orchestrated political skills can often enhance organizational effectiveness. However, this can only come about while focusing on the organization's mission, while strictly adhering to ethics, and while exercising caution when exercising one's political skills.

Interpretations for Research Subquestion 4

Subquestion 4: *How do managers feel about sharing their successes, if any, with positive promotion of ingratiation?* This question did not presume that the manager or research subject would be familiar with the concept, but it allowed for the possibility. Those unfamiliar with the concept answered somewhat differently than those few who were familiar with it. To share a success story, a person must believe that success was reached. The perception of success in this case was important to the possibility of telling the story.

These results showed that the disparity between ingratiation's generally agreed-on reputation and its use as a catalyst for mission accomplishment (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012) involved a high degree of understanding in how ingratiation works. In the case of this study, few subjects were prepared to find out that

ingratiation could be seen as a catalyst for accomplishment. Once they realized the possibility however, most were ready to tell the story.

When a manager encouraged ingratiation without offering consideration for the subordinate, feigning humor. In light of how managers felt about sharing their successes, if any, with positive promotion of ingratiation, none of the subjects felt that any aspect about the vignette commander's management style was positive enough to be worthy of sharing with their peers. Vonk (1998) related how people feel about how ingratiators use their tactics for personal gain, rather than to support the corporate vision. Such perceptions can raise questions about honesty, loyalty and ethics (Vonk, 1998).

When a manager encouraged ingratiation in exchange for reward. In light of how managers felt about sharing their successes, if any, with positive promotion of ingratiation, they felt that the encouragement of ingratiation is most often inappropriate, and has no positive aspect worthy of sharing. However, they felt that despite resentments arising from such activity, pressure can urge accomplishment, but transparency and honesty far outweigh gains made in such a way. Deluga and Perry (1994) suggested that ingratiators' peers perceive their attempts to individuals can create hidden agendas, and can cause negative feelings between employees (Deluga & Perry, 1994).

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority. In light of how managers felt about sharing their successes, if any, with positive promotion of ingratiation, managers felt that they could safely share their observations with their peers, which express that they would cautiously observe how the manager followed through, and in the end, they would support the mission. Gentry, et al., suggested that political

ability is considered to be valuable by some (Gentry, Gilmore, Shuffler, & Leslie, 2012). Supporting the mission must be kept foremost in mind, but it is always advisable to build relationships with those who can help support the organization in accomplishing its mission. With higher rank comes politics, which should be exercised with caution.

Gentry, et al. further suggested that political skill produces longer-term effects, and helps a person to maintain a reputation of being a part of the organizational team. Used to its maximum benefit, it can allow a person a reasonable level of self-respect (Gentry, Gilmore, Shuffler, & Leslie, 2012). Ingratiators however, involving themselves in a more self-serving activity, brings shorter-term results, and can ruin the person's reputation in the long run (Deluga & Perry, 1994). Ingratiation implies an indifference to organizational rapport; political skill by definition *builds* rapport. Gentry, et al. also said that learning political skill can allow ingratiators to transcend baser impulses to manipulate their superiors, and allows them to incline towards influence through more calculated political activities (Gentry, Gilmore, Shuffler, & Leslie, 2012).

Reflections on the Case

This body of research was intended to be a case study. In Chapter 1, I surmised that the case lies in part in how the chosen research subjects perceive ingratiation leader-member exchanges, based on the environment of the leader-member ingratiation exchange. To further define the case, one must also look into the original Research Questions: each question asked how leader would not only get caught up in ingratiation exchanges; they also asked how managers perceive how managers *encourage* ingratiation to their subordinates.

Case studies can be built from one or more cases, and work well in the social sciences for their use in psychology, law, medicine and political science (Yin, 2014). To complete the picture

of the case, however, one must consider how the three vignettes set the backdrop on which to project the image of the case. *Given the case, how would you feel?* Asking this question several different ways led me to see that this qualitative case study would be split into three, separate cases: *Commander suggests the use of Chapstik*; *Take care of me and I'll take care of you*; and *It's okay to kiss up, as long as it's distinguished*. These cases can all be considered hypothetical, but, since they are all based on more fact than fiction, they can facilitate the case as the vignette illustrates.

The vignettes are available for reading in Appendix B, but their at their core, they each have a distinct and specific meaning:

- V1: Commander suggests the use of Chapstik: When a manager encourages ingratiation without offering consideration for the subordinate, feigning humor:
- V2: Take care of me and I'll take care of you: When a manager encourages ingratiation in exchange for reward.
- V3: It's okay to kiss up, as long as it's distinguished: When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority.

Keeping these auspices in mind, the case was understood as the common ground, or the environment in which retired ANG commanders worked while on active duty, and how their experiences prepared them to respond to how managers ought to act in the face of ingratiation involvement. The Case addressed the capability and the understanding of a group of like-minded leaders who have shared similar experiences in successfully leading people in armed conflict, a skill which entails turning one's set of experiences into an ability to make decisions quickly and

with finality of determination. In comparison, leading people in inter-office conflicts requires considerably less resolve.

In this case, people with a common set of experiences revealed how they would act when faced when one of their peers suddenly, without warning, encouraged one or some of their own subordinates to commit to ingratiation. In this study, I captured the story of how these people, related their experiences in light of how three hypothetical commanders behaved in a fashion somewhat alien to the group. Their perceptions on how managers encourage proved essential to the premise of this study.

When a manager encourages ingratiation without offering consideration or explanation for the subordinate, feigning humor, other managers see it as inappropriate behavior. Other managers believe that such behavior is inexcusable, and felt a desire to help the misbehaving manager to correct his or her behavior, so their common organization and its people do not suffer negative consequences. When a manager encourages ingratiation in exchange for reward, other managers see it as inappropriate, self-serving and despicable. They want to see the manager reconcile him- or herself by committing themselves to self-correction and ethical conduct. Deluga and Perry (1994) suggested that managers would do well to encourage better working relationships “by cultivating mutual trust, support, and influence” (Deluga & Perry, 1994).

When a manager encourages ingratiation by example, ingratiating himself upon a superior-level authority, other managers first suggested caution in engaging in such behavior with higher authorities. After close consideration, however, most managers believed that a degree of political skill is often beneficial in augmenting a manager’s skill set. They believed

that no harm can come from tactfully asking the opinions of higher-level authorities, as long as the organization and its people are placed before self-serving platitudes.

Limitations of the Study

In Chapter 1, I mentioned that some bias could be expected in this body of research, due to my having been a member of the organization from which my interview subjects came. Having worked for many of them, I left open the consideration that either I or they might become biased during the recruitment and interview process. I also insured the reader that I was bound not only by duty, but by a strong allegiance to conducting myself in an honorable and ethical manner.

During the recruitment and interviews of the subjects involved in this study, I followed through on my assertion of acting ethically and honorable. Consequently, the subjects I recruited also acted unanimously after the fashion of ethical and honorable recounting of their experiences. Each equally represented their leadership and management experiences with reverence, respect, and pride in how they led their people and managed their resources. At no time did any detectable bias affect the data gathering and analysis, as reflected by the results.

The data collection procedure proved to be systematic, rigorous and consistent. True to the rigors of data analysis triangulation (Shih, 1998), interviews were read, re-read, studied and reviewed throughout the data collection and analysis phases (Patton, 2002). Aside from immersion in the transcribed data, I also studied the personal anecdotes subjects recounted during the interviews; the individual opinions they expressed; the management techniques they practiced; and the moral judgments they offered from their own, personal experiences. I also consulted extensively with peers during the data analysis phase, both in the online classroom

environment provided by Walden University, and by consultation with former classmates who have graduated and achieved their PhDs. To maintain the purity of the analysis, I was vigilant not to discuss assumptions, and to avoid editorializing and asking leading questions. I took care to handle the recordings and transcripts of my subjects with the appropriate respect and security measures, and strove to be honest and to avoid deception at all cost. I avowed the possibility of bias at the beginning of my study, and I accept responsibility for my own work (Patton, 2002).

Some minor limitations may have entered this study. All my interviews were conducted over the telephone, which was a pre-approved parameter. However, a telephone interview precludes quality in capturing certain nuances of body language and environmental influences, and sometimes limits full clarity of recording the conversation. Another limitation must be mentioned, that of my status of student and nascent researcher. Having listed this limitation, however, I must add that adequate, scholarly research opportunities were provided by Walden, through which to rigorously familiarize me with the territory of research and the writing of detailed results.

Recommendations

The primary strength of this study lies in how the research subjects, retired officers of the ANG, demonstrated the common element of dedication to ethical leadership and management, including a highly moral work ethic and a sense of fairness and organizational justice. Every subject told me how privileged they felt, having been asked to participate in the study, and all offered their support if information is needed in the future. The results of this study reveal how these managers, having run efficient, professional organization, are capable of conducting their

affairs, and show how familiar they are with ingratiation and related impression management techniques.

Despite the advanced experience base accessed through this study, it revealed that managers most often expect honesty and the best of intentions from their fellow managers. The problem statement for this study indicated that little is known about whether managers understand how or why any manager encourages ingratiation. This study indicates that they are significantly aware of how or why managers encourage ingratiation, but their understanding is limited to the assumption that all ingratiation is insidious, and is encouraged for personal gain. The third vignette in this study, and subsequent questions, helped them to see how ingratiation, as related to political skill, can be used to bolster support for their organization and for its people.

For the purpose of further research, I recommend that subsequent studies use more vignettes as hypothetical situations, perhaps six or more. The vignettes used for this research were carefully written to invoke a progressively more personal experience from the subjects, which was shown to be successfully orchestrated, once the analysis was complete. For a subsequent phase of research on how managers perceive the various angles possible in using ingratiation tactics, representing more hypothetical scenarios would provide much more depth of richness to this area of study. One such hypothetical scenario I believe would benefit is that of a manager ingratiating downward to a subordinate. Cases have been observed wherein an employee was so valuable to the organization, that managers choose to preserve their valuable human resource by giving in to the subordinate's posture of feigned entitlement.

Another recommendation is to investigate managers' perceptions of ingratiation is to study higher ranges of positions, which in the military environment would equate to general

officers. General officers are accountable to exponentially higher numbers of people, greater amounts of resources, and larger geographical areas. Studying general officers this way would also be to bring a higher degree of political skills and abilities to light, as general officers must routinely report to higher levels of government.

Some variations to studying military officers in this environment is to study managers at lower levels, such as superintendents. Further, leaders in business and industry could be the focus of the study: supervisors, mid-level managers, and C-level (e.g., CEO, CIO, CFO, etc.) managers. I was more inclined to study military leaders, from my own affiliation with the ANG. Management and leadership principles have many elements that allow them common ground across a vast spectrum of environmental variations, but studying ingratiation under the environmental variations which exist in different kinds of organizations would bring a broader scope of perspective to the research. Looking at variations in type of organization, and studying managers responsible for higher numbers of subordinates and finances would also lend credence to approaching the field with phenomenological studies and qualitative research.

Implications

Managers are accountable for a nexus of responsibilities for an organization's departmental goals. They are responsible for the interpersonal observation *and* the self-referral to stay aware of interpersonal relationships in the workplace (Drucker, 2008). Military organizations are populated not only by active duty military members, but also Active Guard and Reserve (AGR) technicians, General Services (GS) employees, contract workers, and state employees. Such a diverse array of intra-organizational personalities working together in a single organization requires perceptive and versatile leaders.

Drucker's (2008) *relationship responsibility* is essential to competitive advantage and imperative to positive social change. This *relationship responsibility* (2008) becomes an important element of organizational management, is essential to competitive advantage, and imperative to positive social change. Organizations, commonly comprised of a diverse array of personalities, thrive on trusting relationships. In Chapter 1, I mentioned the psychological relationship between ingratiation, flattery and romantic ingratiation. Romantic ingratiation was not considered as a factor in this study, but due to its strong, influential nature and the deception that can occur in relationships (Romero-Canyas, Downey, Reddy, Rodriguez, Cavanaugh & Pelayo, 2010), it can be considered as a factor in future research on ingratiation within organizations.

Another area to consider for future research is on a condition which can also motivate ingratiation, that of *corporate psychopathy* Boddy (2013) highlighted *corporate psychopaths*, who, when challenged, intensify their use of ingratiation, confiding and becoming increasingly more endearing to their superiors (Boddy, 2013). Corporate psychopaths have been observed as being exceptional self-promoters, as having a grandiose self-image, as one who makes unreasonable promises, and who severs ties with people who will not serve their agenda (2013). Numerous, recent studies on the concept of psychopathy have been produced, and its relationship to ingratiation is becoming more evident.

In Chapter 1, I wrote that, despite the fact that psychology and management science represents a reasonable amount of literature on the subject of ingratiation, few documented efforts have been found which promote the intent to place a positive influence on ingratiatory relationships between managers and employees. Without a significant knowledge base to support

this area of study, ingratiation continues to freely influence manager's relationships with employees. Providing studies which support this knowledge base can provide managers a way to recognize and satisfactorily influence ingratiation before it upsets the social understructure of their organization and causes reductions in their productivity and competitive advantage.

This body of research can be important for leaders in business, industry, and in the military setting. The results of this work can inform and reassure leaders who have little or no experience in ingratiation exchanges, and can provide the information needed to inform and encourage leaders to try new ways to improve and bolster their organization's competitive advantage. This work can be used to effect organizational policy, which can in turn offer a heightened understanding to leaders and subordinates to communicate more effectively. This heightened understanding can help instill a higher sense of mission accomplishment and, in business and industry, can bear influence on an organization's corporate vision, which can tangibly stimulate a greater return on investment.

The new understanding gained from this body of work can help provide positive social change by providing leaders and workers a more complete overall perception of ingratiation and its encouragement, thus reducing intra-office conflict. This research can significantly affect individuals, groups, and communities by helping to build community *within* the workplace, which in turn translates to workers' communities at large. As I related in Chapter 1, productivity in today's technology-driven organizations are even greater than at the height of profit earning capability present during the '80s. Alongside technological advances, organizations are now

fertile ground to make improvements through advancing management knowledge, which can in turn provide higher opportunities for positive social change.

Conclusions

Whether in business, industry, or the military, a manager is a person who accepts accountability for the people, resources, processes, and finances needed to accomplish an organization's mission, goals, and objectives. To manage implies convincing people that they should perform the tasks needed to accomplish the organization's goals. Convincing people to take on an organization's work load takes confidence, experience, leadership, and interpersonal ability. People generally tend to understand that the interpersonal exchanges between manager and subordinate need to be consistent, respectful and aligned with the organization's mission, goals, and objectives. However, sometimes people seek to get ahead by using the subtle, deceptive tactics of ingratiation. Employee-to-manager ingratiation is somewhat well known, but less well known is how a manager can encourage ingratiation to his or her employees.

When managers hear about another manager who rudely or selfishly encouraged ingratiation to their subordinates, they find it incredulous and unacceptable. Managers felt they need to counsel and support managers who behave in such a way, and want the offending manager to realize that there is no alternative to professionalism, fairness, and ethics when it comes to communicative exchanges with subordinates. When managers hear about another manager who encouraged ingratiation by example, ingratiating himself upon a higher authority, they found it to be more familiar, believable and legitimate. Managers who hear about this kind of behavior admit that, under some circumstances, political ability can enable a manager to

garner higher managerial support for his or her organization to accomplish its mission, goals, and objectives.

Subordinates look upon managers as leaders, entrusted with the proper care and handling of the work that subordinates offer in exchange for their pay and benefits. To earn and to keep a subordinate's trust, a manager must ensure their interactions are supportive and professional. Managers who strive to earn, keep, and maintain their subordinates' trust, while ethically exercising their political skills, are better equipped to lead their employees to accomplish their organization's mission; to ensure positive social change in their business's vision; and to build and perpetuate a lasting, competitive advantage from their organization's goals and objectives.

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Appendix A: Research Questions

The primary research question, *How do managers perceive how other managers encouragement ingratiation in their subordinates*, relates directly to the problem statement; the problem lies in the disparity between ingratiation as a problematic activity and its utility by creative managers.

Subquestion 1, *How do managers perceive how other managers promote ingratiation as an acceptable activity*, clarifies the primary research question. The disparity (Lapatin, Goncalves, Nilni, Chavez, Quinn, Green, & Algeria, 2012) between ingratiation's generally agreed-on reputation and its use as a catalyst for mission accomplishment is examined for its affect on commanders' perceptions.

Subquestion 2, *How do managers perceive how subordinates and their coworkers respond when encouraged to ingratiate*, expands the managers' perceptions beyond their own, to those of the subordinates in question. The ingratiator's peers also get credence from this question, seen as bystanders to the negative effects of the activity.

Subquestion 3, *How do managers perceive the promotion and encouragement of ingratiation, in relation to improving organizational effectiveness*, a consideration of whether the manager promotes ingratiation as it occurs, asks the manager's level of familiarity with the concept.

Subquestion 4, *How do managers feel about sharing their successes, if any, with positive promotion of ingratiation*, presumes no familiarity with the concept, but allows for the possibility of familiarization. If the subject's familiarity affords a chance to elaborate, his or her responses will be recorded and analyzed accordingly.

Appendix B: Interview Sheet with Vignettes

Vignette 1. For his first day as commander of his new airbase, the colonel called ahead and had his new secretary call a staff meeting. The staff was waiting when he arrived. He began his introductory speech as he entered the room, telling the men and women in the room what his expectations were.

There had been problems in the wing with earlier commanders, but now was the time to make improvements, he said. He had a large, brown envelope in his hand, and, not long after he had begun talking, he started working the envelope open. He walked around the large meeting table, again and again, telling his new staff his expectations for the staff and their subordinates.

Still speaking as he rounded the head of the table, he pulled something out of the envelope and tossed it onto the table in front of his new vice commander. He pulled out another, and dropped it in front of the operations commander; one fell in front of the maintenance commander, and one in front of the support group commander. He kept passing out the items as long as they lasted. They were brand-new, unopened, packs of Chapstik.

"You know what it's for," he said. "Don't hesitate to use it."

Interview Questions for Vignette 1:

1. How would you feel if you witnessed the situation in Vignette 1?
2. (If response is negative) What might you think if you were this person's commander?
His peer? A subordinate, or bystander?
3. If you perceive any use for the commander's management technique in this vignette, how would you offer that to other commanders?

Vignette 2. The detachment commander asked his new employee in for a short orientation meeting. "I know how dependable you are; you're a hard worker and a good organizer," he said. "But I wanted to bring you in to tell you how we work around here; I'm not saying I need a bunch of yes-men or brown-nosers, but sometimes I expect you to be *accommodating* to the boss. I like for my people to do what I say, when I say, and that they need to take care of me. It can help you establish yourself to be in line for some pretty good promotion opportunities around here. You know what I mean?"

Interview Questions for Vignette 2:

1. How would you feel if you witnessed the situation in Vignette 2?
2. (If response is negative) What might you think if you were this person's commander?

His peer? A subordinate, or bystander?

3. If you perceive any use for the commander's management technique in this vignette, how would you offer that to other commanders?

Vignette 3. As he did so often, the wing commander invited the communications chief over for a discussion about funding an advanced communications project for the base. The chief was allowed freedom to express his opinion during these impromptu meetings, and could offer valuable advice on acquiring the best technology available. The chief, a lifelong friend and acquaintance of the commander, asked how they could possibly come up with the amount of money needed for the systems, despite the mission's need for them.

The commander said, "The congressman for this district is a great friend of mine. I'll call him up." His brow wrinkling with dismay, the chief silently wondered how the commander could

pull off such a seemingly impossible task; frankly, he was surprised to hear the commander say such a thing.

It must have shown on his face, as the commander smiled and said, "Aw, don't worry, chief; it never hurts to kiss-up a little; as long as it's *distinguished*."

Interview Questions for Vignette 3:

1. How would you feel if you witnessed the situation in Vignette 2?
2. (If response is negative) What might you think do if you were this person's commander? His peer? A subordinate, or bystander?
3. (If response is positive) How would you feel about sharing these positive results with other professional leaders?

Appendix D: Letter to Participants

Dear _____

I am a doctoral candidate in the College of Management and Technology at Walden University, engaged in an online Ph.D. program. I am pursuing my dissertation topic, an examination of ingratiation from the perspective of retired Air Force leaders. The purpose of the study is to explore perceptions of managers in relation to ingratiation and its encouragement. I am asking for your participation specifically because of your distinctive leadership experience as a field grade officer in the Air National Guard.

Your participation will entail a 1-hour, in-depth interview. The interview will, with your permission, be digitally recorded and transcribed. To maintain confidentiality, you will not be identified by name on the recording. Once the interview is recorded, I will transcribe the conversational narrative, which will be analyzed and documented as research data for my dissertation.

The recorded interview will be secured in my home office. As a participant, you will be offered a copy of the recording and a copy of the transcription. You and I will be the only ones allowed access to the recordings after transcription. Once the recordings are transcribed, a master file will be made from the originals, and they will be erased. The master file will remain in my possession and will be destroyed 5 years after publication of the dissertation.

A comparable amount of time will be required for conducting observations by shadowing you in a variety of situations related to your role as a _____. Interviews will be

arranged at the a central location, or at your home, if you prefer, at your convenience.

The tentative schedule for the interview is one week from now.

I appreciate your thoughtful consideration of my request. I look forward to your participation in the study.

Sincerely,

(Signed)

Kevin C. Dunn

Appendix E: Interviewee Observation Sheet

Interview # _____

Date/Time _____

Setting (include posture, comfort level, lighting, noisy/quiet, telephone (incl. background noise) /in-person, etc.)
Emotional attitude (happy/sad/indifferent; calm/nervous; fast/slow; eager/reluctant, etc.)
Open/Closed to questions (e.g., verbose vs. monosyllabic)
Reaction to questions (shocked, delighted, indifferent)
Gestures (hands, head tilt, eyes closed/wide open)
Other observations:

Appendix F: Tables used for Deconstructing Themes in Conventional Content

Analysis

Table F1

Deconstructing Themes in Conventional Content Analysis: Vignette 1, Question 1 (VIQ1)
VI: Commander Suggests the Use of Chapstik
Q1: Bystander's Point of View

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Uncomfortable/ Intimidating Surprised Angry	Confused and angry
Identifying with the Concept (What I'd Do)	Lose respect Continue to observe Question his ability	Engage the conflict
Offering Support (Advice for Others)	Be professional Work somewhere else Wait to hear more	Be proactive
Resistance to the Behavior	It's inappropriate Not a Good Way to Start a Relationship	Refuse manipulation
Soliloquizing (Stating the Case)	Resist kissing up May be Joking Setting the Tone Attention-getter	He's losing their attention

Note: This table is also shown as Table 4 in Chapter 4 as an example. It is duplicated here serially as Table 8 to complete the series of related tables as an Appendix.

Table F2

*Deconstructing Themes in Conventional Content Analysis: VIQ2a**VI: Commander Suggests the Use of Chapstik**Q1: Commander's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Disapprove	Performing badly
Identifying with the Concept (What I'd Do)	Profound Impact Unhappy Let him know he's Off the Mark	Investigate his actions
Offering Support (Advice for Others)	Counsel Rethink decision to promote him Hear both Sides	Firm understanding
Resistance to the Behavior	Depends on what he means Tell him to do his job Inappropriate Will Not Be Tolerated He Obviously Wants Subordinates to Kiss Up	Performing badly
Soliloquizing (Stating the Case)	Pushing Ingratiation on Subordinates is Bad Not a Good Way to Start a Relationship Kiss Up Attitude is Obvious	Performing badly

Table F3

*Deconstructing Themes in Conventional Content Analysis: VIQ2b**VI: Commander Suggests the Use of Chapstik**Q1: Peer's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Wary Uncomfortable/disappointment Take it to heart	Wary compliance
Identifying with the Concept (What I'd Do)	Hunker Down, Run My Operation/Consult the Chain of Command Talk to Him as a Friend Question his Ability to Lead	Support the mission
Offering Support (Advice for Others)	Maybe he Shouldn't have Done That Set an example That's your call	Do the right thing
Resistance to the Behavior	He Needs a Kick in the Pants The wheel comes around Wouldn't use the Chapstik	Do the right thing
Soliloquizing (Stating the Case)	He Worked His Way Into this Position Maybe he'll move on, or mature Maybe it was a joke	Look for the truth

Table F4

*Deconstructing Themes in Conventional Content Analysis: VIQ2c**VI: Commander Suggests the Use of Chapstik**Q1: Subordinate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Have a Hard Time Dealing With It Intimidated Uncomfortable	Fear of reprisal
Identifying with the Concept (What I'd Do)	Not Compromise Self, But Keep My Job. Prove My Worth. Do My Job, Keep My Commander Informed Look for a Transfer	Do the right thing
Offering Support (Advice for Others)	Does No Good to Undermine One's Leader; he/she Needs to Know the Facts Have a Talk with Him Go Over His Head	Do the right thing
Resistance to the Behavior	Do What's Expected to Keep My Job Lose Respect Ask for Justification	Do the right thing
Soliloquizing (Stating the Case)	It's Naturally an Imbalance Hopefully it won't get worse This is an ethical problem	Do the right thing

Table F5

*Deconstructing Themes in Conventional Content Analysis: VIQ3**VI: Commander Suggests the Use of Chapstik**Q1: Advocate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Lighten the Mood Shock and Awe Moment Offensive, Repulsive	Keep it real
Identifying with the Concept (What I'd Do)	There's Always Some Use for a Commander's Actions, But Insufficient Information No Use for It/Poor Leadership Attention-Grabber	A point made badly
Offering Support (Advice for Others)	Military Bearing can Reveal Hidden, Implicit Insults Expectations Should Reflect What He Wants	A point made badly
Resistance to the Behavior	Need to be Tempered with Management Technique Could Backfire Have to Find Out the Hard Way	Expect some push-back
Soliloquizing (Stating the Case)	Different Styles in Different Situations Probably Off the Mark/Lose Credibility	Introduce yourself cautiously

Table F6

*Deconstructing Themes in Conventional Content Analysis: V2Q1**VI: Take care of me, and I'll take care of you**Q1: Bystander's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Subordinates might have to do what he (commander) said not to do (I) Feel sorry for his subordinates Uncomfortable, nervous	Fear possibility of subordinate misdirection
Identifying with the Concept (What I'd Do)	Be a servant-leader, take care of people Provide guidance Have a conversation with	Tell him to lead wisely
Offering Support (Advice for Others)	He needs to do his job, and listen, have pride in language Has responsibility, above and below Doesn't want to hear your opinion	Represent leadership tradition wisely
Resistance to the Behavior	Wouldn't look on it favorably Could never do that Would be all over him (reprimand)	Insidious behavior
Soliloquizing (Stating the Case)	Egocentric; Needs to be more mission-minded Focusing on himself Inappropriate	Inexperienced; inappropriate behavior

Table F7

*Deconstructing Themes in Conventional Content Analysis: V2Q2a**VI: Take care of me, and I'll take care of you**Q1: Commander's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Uncomfortable Leery Awkward introduction	Uneasy caution
Identifying with the Concept (What I'd Do)	Encourage him to set a better example Get the mission done Tel him he's walking on thin ice	Caution: lead wisely
Offering Support (Advice for Others)	Bad for his career Be professional Educate the whole unit on management techniques	Caution: lead wisely
Resistance to the Behavior	Will not get the best out of subordinates Good people won't ingratiate Do my job (as his leader)	Stop inappropriate behavior
Soliloquizing (Stating the Case)	Inappropriate; meant as a joke? Approach could be easily misinterpreted His way or the highway	Stop inappropriate behavior

Table F8

*Deconstructing Themes in Conventional Content Analysis: V2Q2b**VI: Take care of me, and I'll take care of you**Q1: Peer's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Uncomfortable, inappropriate; wouldn't feel good about it I'd be disappointed I'd be leery of him	Discouraged, suspicious
Identifying with the Concept (What I'd Do)	Provide guidance: a little more non- punitive Tell him what I thought, to pull back Talk to him one-on-one	Advise him to downscale ingratiative behavior
Offering Support (Advice for Others)	Talk to him one-on-one Be professional	Advise professionalism
Resistance to the Behavior	What goes around comes around You'll get yours in the end	Unethical behavior cannot stand against ethics
Soliloquizing (Stating the Case)	Mission comes first; character reveals itself Places him in a difficult spot Intimidates people	Mission before manipulation

Table F9

*Deconstructing Themes in Conventional Content Analysis: V2Q2c**VI: Take care of me, and I'll take care of you**Q1: Subordinate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Fearful, uncomfortable A matter of resentment Disappointment	Insidious behavior
Identifying with the Concept (What I'd Do)	Do the right thing, document carefully Look for a new place to serve Talk with peers	Ethical response
Offering Support (Advice for Others)	Doing the job is the reason we're here Sucking up might get you promoted Use the chain of command	Ingratiation gains: still insidious
Resistance to the Behavior	Subordinates can be hesitant to do the right thing This guy's a jerk	Indecision and avoidance
Soliloquizing (Stating the Case)	Sometimes people do well despite bad command or supervision Unprofessional behavior, slippery slope Insinuating unprofessional activity	People do well despite bad decisions

Table F10

*Deconstructing Themes in Conventional Content Analysis: V2Q3**VI: Take care of me, and I'll take care of you**Q1: Advocate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Leaves a bad taste in people's mouths	Resentment
Identifying with the Concept (What I'd Do)	It might motivate some people; could be used as motivational technique Bad mgt style, but could be effective to make a point Sometimes you drive people hard to get things done	Pressure can urge accomplishment
Offering Support (Advice for Others)	Be up-front; let them know times are tough Question, challenge ability Provide guidance	Be transparent, apply honest measures
Resistance to the Behavior	Question, challenge ability There's not any use for that This is what not to do	Challenge the behavior
Soliloquizing (Stating the Case)	He first wants the subordinate to make him look good This unprofessional behavior can divide a unit Needs to garner air of respect and recognition	Be transparent, apply honest measures

Table F11

*Deconstructing Themes in Conventional Content Analysis: V3Q1**VI: It's okay to kiss up, as long as it's distinguished**Q1: Bystander's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	Shocking I'd be leery of him Smells a little fishy	Urgent caution
Identifying with the Concept (What I'd Do)	Kiss up (For self: bad. For the mission; okay) Set the example Okay to consult leaders	Encouraging leadership lessons
Offering Support (Advice for Others)	Be transparent, use integrity Don't get too familiar Use caution	Ethical caution
Resistance to the Behavior	What's the risk once the tolerant leader is gone? Expects more respect, but loses it Danger of losing my job	Cautious anticipation
Soliloquizing (Stating the Case)	Resembles being (too) friendly to a superior officer Gets resources for the mission Mixes politics and military	Resourceful over-familiarization

Table F12

*Deconstructing Themes in Conventional Content Analysis: V3Q2a**VI: It's okay to kiss up, as long as it's distinguished**Q1: Commander's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	I'd feel he'd circumvented the chain of command Can be subtle; would have some questions Wouldn't be too pleased	Uneasy concern
Identifying with the Concept (What I'd Do)	Do it the right way, for the right reasons What do you need for me to help? Be professional	Offer professional example
Offering Support (Advice for Others)	Senior leaders can move chess pieces to gain advantage If the need is there, don't see a problem in asking Should consider his chain of command	Proceed with caution
Resistance to the Behavior	If unethical conduct is detected, sanctions would be initiated Depends on how it would make me look I'd lose respect for him	Cautious observation and self-preservation
Soliloquizing (Stating the Case)	Political and military leaders ask about base affairs Could be used as a teaching tool He stated he was kissing up	Political mentorship

Table F13

*Deconstructing Themes in Conventional Content Analysis: V3Q2b**VI: It's okay to kiss up, as long as it's distinguished**Q1: Peer's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	If he feels that way to his leaders, he expects his subordinates to act so toward him Lose respect for his leadership; would upset me as his peer Most normal people would take offense	Regretful bitterness
Identifying with the Concept (What I'd Do)	Ask if he'd considered budgetary (alternative) channels instead Would have to understand his intentions It's not what you should do	Guarded mentorship
Offering Support (Advice for Others)	Hope the bosses give a little leeway We make mistakes sometimes Ask his intentions	Cautious encouragement
Resistance to the Behavior	Ask if he'd considered budgetary (alternative) channels instead Would have to understand his intentions It's not what you should do	Cautious encouragement
Soliloquizing (Stating the Case)	Not a skill, knowledge, or mgt; it's a political relationship We make mistakes sometimes	Defining the behavior

Table F14

*Deconstructing Themes in Conventional Content Analysis: V3Q2c**VI: It's okay to kiss up, as long as it's distinguished**Q1: Subordinate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	It wouldn't seem fair to me, and would lessen my respect for him Do you want to move up in an organization like that? Would still respect him, despite disagreement	Support the mission
Identifying with the Concept (What I'd Do)	I'd expect him to do the right thing Question his ability Follow like a professional	Support the mission
Offering Support (Advice for Others)	No comments available (N/A)	N/A
Resistance to the Behavior	He's gonna want me to kiss up to him He's prostituting himself	Challenge the behavior
Soliloquizing (Stating the Case)	Integrity is most important, even when you don't agree It may get us what we wanted while we were there It won't get us anywhere, as far as promotions	Support the mission/challenge the behavior

Table F15

*Deconstructing Themes in Conventional Content Analysis: V3Q3**VI: It's okay to kiss up, as long as it's distinguished**Q1: Advocate's Point of View*

Theme	1st-Cycle Codes	2nd-Cycle Codes
Emotive Expression (Feelings)	I don't like that method, it's not the best way Leery; uncomfortable Focus is on himself	Cautious observation
Identifying with the Concept (What I'd Do)	Care for your people, do the best job I can do I would have no problem at all with that You have got to trust in the mission	Support the mission
Offering Support (Advice for Others)	Have no problem with that. Develop relationships with those that can help, for the organization's benefit Be honest, and creative, ethically, morally, professionally Use these tactics sparingly	Support the mission: cautious advancement
Resistance to the Behavior	No comments available (N/A)	N/A
Soliloquizing (Stating the Case)	It's the leader kissing up, to take care of the subordinates. Completely different situation Other units might be upset if they are denied benefits because our base got them It's not unethical; the higher in rank, the more political	Cautious encouragement of promoting ingratiation